

# CHILD STUDY

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ONE DOLLAR A YEAR

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## HEADLINES

The roots as well as the effects of war are more closely tied up with the process of child development than many of us had imagined. Some aspects of this relationship are discussed in the present issue.



Among the contributors to this issue are: Anna W. M. Wolf, senior staff member of the Family Guidance and Consultation Service of the Child Study Association, and author of the new book, "Your Children Face War"; Rose H. Alschuler, Chairman of the National Commission for Young Children, and author of "Children's Centers: A Guide for Those Who Care For and About Young Children"; Dr. Ruth Gillette Hardy, principal of Public School 33 in New York City, who is in charge of the demonstration center of the Public Education Association and the New York City Board of Education known as the All-Day Neighborhood School; Dr. Caroline B. Zachry, Director of the Bureau of Child Guidance of the Board of Education, New York City. The "Science Contributes" article, written by Frances P. Simsarian, a former psychiatric social worker in the Habit Clinic at Children's Hospital, Washington, D. C., is a follow-up to the article on "Feeding an Infant on a Self-Demand Schedule," which appeared in the Fall issue.



The Spring issue of CHILD STUDY will contain the highlights of the forthcoming Annual Institute of the Child Study Association of America on "The American Family, 1943: Facing the Second Year of War."



## CHILDREN IN WARTIME

IN WARTIME it is natural that the first concern of parents is for the welfare of our children. If we have a son of fighting age, we must offer him all our courage and our deep faith to support his own; for younger children there are measures to consider, not for their safety alone but for their emotional well-being besides. The attitude of parents as expressed daily in home life counts immediately, and counts deeply. It is this attitude which sets the emotional tone of the home and thus contributes to the spirit of the whole nation.

IF PARENTS are to keep their balance it is important that their demands on themselves should not be superhuman. Everyone, at times, is anxious, fearful, or sorrowful. We can't be models of self-control, industry, and self-sacrifice twenty-four hours out of every day. We can, however, comfort ourselves with the knowledge that occasional let-downs can do no real damage so long as the underlying loyalty and courage are there. It is from this general mood our children draw strength.

THE EXPERIENCE of Great Britain has demonstrated this truth again and again. Young children exposed to every kind of confusion and destruction, rescued perhaps from under the debris of falling houses, so long as they escaped without injury and so long as their mothers were with them through the experience, recovered their peace of mind with astonishing rapidity. For little children, just being close to a mother, who represents what they can comprehend of protection and security, spells safety; being separated from her, even though they are far from real danger, may be a terrifying and damaging ordeal. Somewhat older children stand separation better, but adolescents usually resent being packed off to safety when there is work to be done and danger to be faced, and do best standing shoulder to shoulder with grown-ups as responsible family members. It is not protection they need but plenty of chances to do their share in the war effort.

THE EDITORS



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# War Begins in the Nursery

By ANNA W. M. WOLF

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THERE is probably not a parent in America who wouldn't do everything in his power to see that his children won't have to live to fight another war. Our purpose in fighting is much more than just to survive. It is also to build a world where holocausts like the present will be a thing of the past. There is no *logical* reason why nations like individuals, should not learn to settle their differences in impartial courts of law. The obstacles to such a dream are psychological ones, and the discovery that man is only in part a rational creature is what really keeps us skeptical. If pure logic, sanity, or even "self-interest" were the forces that made men tick, war would have stopped long ago. Yet confronted as we are by the age-old spectacle of misunderstanding, prejudices and sudden outbursts of aggressive feelings among people, nobody can escape the suspicion that there are forces in human beings that predispose them to fly at each others' throats even when it is against their own interests to do so. Evidently power-lust and cruelty are so integral a part of the human animal that they are fated to break out from time to time. This is true in spite of the fact that human nature is also bountifully supplied with the milk of human kindness and that men of good will are to be found in all ages and in the most unexpected places. Paradoxically, kindly and hateful impulses exist side by side in the self-same individuals.

War, when it comes, is one of those unhappy moments in civilization when among large masses cruelty gains the ascendancy and runs riot. Even those who are the victims rather than the aggressors are forced in self-protection to destroy and to kill, to let loose in themselves feelings they had forgotten they harbored, and to find that they can perform easily acts of which they had thought themselves incapable. Ordinarily, in what we call the civilized world, people have been taught while still children to repress their savage instincts. Accomplishing this repression and learning to transform those impulses into kind and loving ones is one of the main events in the emotional history of any individual. Some appear to do it quickly, so quickly that we say they have "always" been kind and loving, or are "just

naturally" that way. For others it is a long, hard journey fraught with feelings of guilt and inferiority that may color their whole lives. What stands out most clearly of all is that this resolution of native aggressiveness is accomplished far more satisfactorily by some individuals than by others.

Most parents, and indeed anyone who has a chance to observe numbers of children when they are off guard, are aware of the fact that there are always some who seem to retain too long an aggressive, hostile, chip-on-the-shoulder attitude toward life. Sometimes they show it directly by becoming bullies or teasers. Sometimes they acquire an ingratiating way that quickly turns out to be mean or tricky when our backs are turned. In either case, it does not take long to guess that suppressed anger and resentment are just beneath the surface and that these children are almost irresistibly driven by inner forces to do the very things that make them so unpopular. This discovery puts parents in a dilemma. They want to be "good" parents. They want a loving home. They start off with delight at the prospect of parenthood and a determination not to make the mistakes with their children that their parents made with *them*; they have faith that if they approach a child in a kindly, sensible way from the beginning and explain to him the whys and wherefores of good conduct, the child cannot help but be sensible too. This, of course, is a good plan and it works with the majority of children, at least a large part of the time. But it doesn't always work, and parents soon find that there are long moments in most children's lives when reasonable treatment does not evoke a reasonable response, and some children for whom it never does.

Parents are unprepared for either the periods of sullen resistance or for the violent outbursts. They are hurt and frightened by so much hostility from their own child; and they feel that they must have failed in applying the right corrective measures at the right time or else that they have an inherently bad child. So they begin to "crack down," in the belief that when a child is made to feel that he is intolerable he will mend his ways. This is the well-known "common sense" method. Like most common sense



methods it works only part of the time and on some children. Its adherents reason smugly: "If that child could have one good spanking—" But the method is deceptive. There are many children for whom cracking down only increases their stubbornness and confirms a fixed idea that they are mistreated. Their grudge against the world is increased by it and they strive for all sorts of ways of getting rid of the uncomfortable state of mind that this belief produces. They are restless, irritable, tense, and anxious; they cannot tolerate the slightest disappointment, for it is just one more discomfort. In an attempt to seize every momentary pleasure they demand special privileges of all kinds. They are often greedy for presents, for food, for sweets, and are only happy when they can dominate or bully others.

Yet all resentful and angry children do not show it directly. Some become docile so quickly that they seem almost to have been born that way. We speak of them as "timid" or "oversensitive" and sometimes praise them as "so unselfish." Such a child does not dare to fight for his rights nor let himself get angry. He cannot tolerate any but loving attitudes in himself. This is because quite unconsciously he knows that if for a single moment he lets go with those hot resentments, jealousies, envies, and ambitions that most normal youngsters express freely in the early years, the lid may blow off entirely and his hidden feelings run riot. Somewhere in him has arisen the belief that if this happens he will lose the love of those on whom he depends and be overwhelmed by loneliness and a sense of unworthiness. There are indeed many varieties to the character patterns behind which primitive aggression may lurk. As well as hiding behind excessive goodness, exaggerated gentleness and passivity, it hides also behind anxieties, timidities and fears, or even sometimes behind illness and bodily "symptoms."

Our potential Hitlers and Mussolinis are by no means always the swashbuckling bullies in childhood. Neither are the rank and file of those who respond to the call of such leaders and follow fanatically. The apparently "good," industrious, serious child if we are keen enough to detect it, will also be found sometimes among those who harbor resentments and hates which he himself may not recognize till the call comes and he is let loose. Then he may act with ferocity and fury, gathering momentum as he goes and attracting to his numbers others who never knew before how avidly they could feed on hate.

If parents are to rear children who can grow up to be good citizens, citizens who can become soldiers

when necessary but are not destined to become unnecessary disturbers of the world's peace, they must begin in the nursery. It is never too soon to begin to set in motion those forces that make for mental as well as physical health. Neither the sissy nor the bully are desirable types. We want children who can be tough when necessary and citizens in whom righteous wrath is not too slow to be kindled. What we *don't* want is the chip-on-the-shoulder attitude, or those long smouldering resentments that mask themselves for years in devious ways behind all sorts of personality malformations.

Here, then, are a few of the principles for managing early aggressive trends so that they may work themselves out healthily. Some of them are applicable in the very early months of life, and all of them in the nursery years. The question of a mother's relationship to her child and ways in which she handles his infantile problems is not so remote from problems of war and peace as first appears:

*First:* A contented, bountiful, satisfied infancy is the first step in preventing the grudges of later life. This does not mean a quantity of toys and luxuries. An infant born in comparative poverty, so long as he can have food when he wants it and warm contacts with parents and others, has what he needs. Along with food, a child's first need is for a mother who enjoys him, who shows it by the expression of her face, her smile, her clasp, her skill in making him comfortable, and who gives herself to him joyfully. He needs a mother who accepts him as a baby and is not in too much hurry to wean him, to make him eat like a grown-up, to train him to be dry, or to deny him her comforting presence when he cries for it. Prolonged frustrations in infancy, without attempts to relieve them, cultivate not "independence" but stubbornness, anger and a pessimistic outlook. These things are the unconscious seeds of life-long resentments.

If for a moment, there seems to be no room for "discipline" in this advice, one should always remember that just being born and learning to live and breathe and eat and submit to clothes and a cold new world, are in themselves discipline in plenty for a baby. During the first year of life the job of the mother who wants a mentally healthy child is to ease the way and diminish strains, not add to them. Most conscientious mothers of "first children" make the mistake of being too strict about "training," too rigid about routines and far less able to relax and enjoy their first babies than their later ones. Perhaps this is why "second children" are traditionally so much more serene and easy to get along with than "first borns."



*Second:* The age between two and six years are notoriously difficult ones. Children are likely to be tempestuous and unruly, and it is at this time that aggression seems first to rear its ugly head. The most important thing is for parents to recognize such behavior as natural. The job is to lead the child *gradually* toward self-control, not to slap it down at the first sign of rebellion. No child should be given the idea that he has no right even to *feel* whatever ways he does feel. Usually there is jealousy and rivalry between brothers and sisters, and especially on the part of a first child for a new baby in the family. There are, of course, certain things children may not *do*. They may not continuously slap or bite or hurl a toy fire-engine at another's head, or destroy property. Of course they will do all of these things sometimes, but we don't want to give them free rein to do so. Children need parents who can prevent such acts whenever possible, not so much by punishing as by their resourcefulness and by being on hand to see that this kind of thing doesn't happen too often. Children must know, too, that parents can't approve of such actions. But parents can recognize the impulsive feelings that prompt these actions as an inevitable part of growing up.

There is mounting evidence to show that this kind of understanding tolerance for hate and aggression in the nursery years, and gradual rather than hasty steps to build other feelings, is far more effective in the long run than swift reprisals, shaming and punishments. If parents can take in their stride whatever frank *words* of hate and anger come from their children, even while they curb destructive *acts*, the chances are good that the angry feelings will follow a healthy course and subside gradually. Otherwise they are likely just to get bottled up inside a child, to emerge in chronic sullenness, deceit and other character abnormalities. The same holds true whether the person whom a child temporarily "hates," is a friend, a teacher, a grandmother, or even a parent. Usually the child also loves or likes the person in question and the friendly feelings have a far better chance of finally gaining the upper hand if the unfriendly ones are allowed verbal expression. Words are one of the best safety valves ever invented.

Here is a tip for coping with this kind of a child: Give him more of your time. Fifteen minutes a day when you are alone with him—when you enjoy the same things he enjoys, whether it's a walk or a shopping trip, or listening to a radio program he likes or reading the comics, when you chat and laugh and have fun, when you aren't reminding him of jobs he

ought to do or pointing moral lessons—may work wonders. Remember, the children who accept discipline best and get rid of their anger soonest are those who feel that their parents care for them enough to enjoy their company. A feeling of being constantly "picked on" is fatal.

*Third:* Parents should never forget that the "too good" child, the kind who can't defend his rights but lets himself be used as a doormat by everyone, has more hostility in his system than meets the eye. This kind of a child needs help and encouragement in defending himself. If the time comes when the worm turns and he blossoms forth with a well-placed kick on the shin of a youthful opponent, or enters on a temporary phase of open defiance toward his parents and authority in general, the impulse is likely to be much healthier than what went before. Recognizing this, parents should put up with some inconvenience rather than nip the healthy new growth in the bud.

*Fourth:* Children, both boys and girls, but perhaps especially boys, love adventure. They love also to play-act about horror and bloodshed, killing and torture. They may make their little sisters' lives an agony; they may outrage the sensibilities of their grandmothers who will be sure to blame "those dreadful radio programs" or "those vile comic magazines," and even their parents are bound to wonder where it is all going to end. In wartime especially, violent play is sure to be greater than ever. Some children seem absorbed almost to the exclusion of everything else in airplanes and guns, in accounts of battles and the strategy of destruction. Some go further and develop a taste for what is popularly called "morbid." They seem to gloat over crime and murder, sinking ships and slaughtered civilians. Astonishingly enough, most children take these things easily and digest them perhaps better than do their parents. It seems probable that through thinking, reading, even seeing pictures about these things, and especially through make-believe play of all kinds, children actually rid their systems of the hate and destructive impulses that are there anyway and might otherwise seek a direct outlet.

Right here, the rule for parents can best be summarized by saying that if a child continues to live at a fairly even keel, if he doesn't develop fears and anxieties, become despondent and moody or lose interest in being with other children during such a period, it's safe to let the craze run itself out. If these things do develop, however, they may be a sign of something seriously amiss. Parents may need to get advice from a child guidance expert. First, of



course, it is clear that if the exciting mental diet doesn't agree with him, ways should be found to reduce the amount, and wherever possible to do so with the child himself agreeing to the changes. A rigid censorship dictated solely and arbitrarily by the parents is all too likely to result in bootlegging and law breaking. Such purely negative measures are usually useless.

*Fifth:* Along with tolerance for childhood and a willingness to accept the slowness of children's growth from savagery to civilization, parents, by their own actions and attitudes must set an example of high standards and not descend to the child's. All parents get angry sometimes, but if it isn't too often and their love continues to be freely expressed, there's no harm done. But parents who constantly slap and scold or deliberately hurt the child by way of punishment, who can only meet anger with anger, aggression with aggression, are in a poor way to teach children to control themselves. Parents must learn to accept anger as part of growing up, while at the same time they themselves, for the most part, should have conquered their own.

"I hate you. You're the meanest person in the whole world," says an angry child to his parent. "It's unfair, it's unfair! I'll kill everybody, that's what I'll do. I'll go away and never come back!"

These are common enough words even in happy families, even in children who grow up law-abiding and cheerful. Especially will they be law-abiding and cheerful if their parents can listen to it all without showing that they are too shocked or disturbed. Of course they must refuse to give in to the child about whatever it is that has provoked this storm, and at the same time prevent, if possible, his throwing things or breaking things.

"It's all right to *feel* anyway you like," should be the parent's position, "but you can't hurt anybody or break the house down and I'm here to prevent it. I'm sorry, I can't let you go out this afternoon; I explained to you why, and you'll have to stay home and that's that."

*Sixth:* Watch any group of four-year-olds at play. Nearly always there is one among them who struts about flourishing a stick or toy that comes perilously near to the heads of other children, sometimes "accidentally" landing a blow. Watch a group of ten-

year-olds—boys—standing in line waiting for something. They don't wait quietly. Fists are clenched, elbows dig the ribs of the next fellow, there is always good-natured yet half truculent tripping and poking and pushing going on. Healthy enough, of course, but a sign of how much aggressive energy needs channeling. The four-year-old needs a chance to run and climb, to pound with hammers and play exciting games. Older children need skills of all kinds, games of physical contact, yet where rules have to be observed. They need vivid interests and hobbies, friendships and "gangs." In all this play they will be better off if there's some grown-up around who, even if he is not actively supervising, has a fair idea of what goes on, who is ready with help and suggestions. Such a grown-up should be the kind of person who enjoys all these things, too, and who knows how to give suggestion and guidance tactfully.

THE danger that is abroad today is a many-headed hydra. There is danger of national destruction, danger for civilians as well as soldiers, danger of winning the war and losing the peace. There is danger for children too. Juvenile delinquency is already on the increase and in the immediate emergency we tend to forget that it is the children who are our future and that now, if ever, the conditions necessary for moral and emotional health must be safeguarded. War lets loose many emotions, evil as well as heroic, evil on the "right" side as well as on the "wrong" side.

Parents of America have a particular responsibility. So have teachers. If children are to be preserved intact and uncorrupted they will need more than just physical protection more than mere "strictness" and "training" in moral matters. They will need guardians and teachers who are informed on the forces that make or break mental health. The problem of educating people to hate war turns out to be the problem of teaching them to love life and to love others. Only when we can find true satisfaction in the creative possibilities life offers and in the warm feelings that can grow up between people will we ever be persuaded to renounce the ways of conquest and death. Preaching these things at people, moralizing, warning, and reasoning won't accomplish this end. These measures have all been tried for centuries and failed. We must apply ourselves now as never before to the scientific study and control of those mental forces that make for hatreds. They begin in the nursery.



# You — Your Children — Your Government

By ROSE H. ALSCHULER

TO WHAT extent do the John and Mary Does all over the country realize the complexity of their children's problems at this time? The answer to that question probably depends on the extent to which the way of life in their particular families has been disrupted by the war—whether or not they are living on one of the seacoasts—whether or not they are in one of the overcrowded war production areas where children attend schools only half a day because there are only half enough schools; or again, whether the family is trying to live as best it can in one of the thousands of trailer communities where provision for children is meager or worse.

Not only these parents, but parents in seemingly settled and unchanged communities, need to ask themselves what is happening to their children. To what extent are they perhaps suffering spiritual if not physical dislocation or shock? Old ideas of peace and good-will have gotten a new jolt. A generation brought up to think that discipline comes from within is having it suddenly thrust on them from without. Young people brought up to believe that killing other human beings was a relic of less civilized ages and that peace between nations could be maintained by reasonable understanding, find themselves violently projected into war with a premium put upon the destruction of fellow human beings. In many fairly large cities one-third or more of the mothers of school children, and often of younger children, are at work. Frequently they leave before their children are up and dressed. The family catches its meals as best it can. Is this a needed, or a needless sacrifice? To what extent are Federal agencies aware of problems such as these and how are they attempting to meet them?

Actually there is a very great awareness of these problems within an amazing number of Federal agencies in Washington. It is true that at times there seems to be a great deal of motion up and down, and not enough forward. Yet as one looks back to the days immediately following Pearl Harbor, one realizes that among the Federal agencies dealing with children, as in other branches of the government, many problems have been faced and analyzed and a great deal has been accomplished.

Although, the government policy is that family life shall not be unnecessarily disrupted and that efforts to employ mothers of young children shall be deferred

as long as possible, the demands of production necessitate employment of women on a very large scale. In passing it is interesting to note that nine million women were ordinarily employed in the United States before the war. Because of war production, by the end of 1943, we are told this will be stepped up to fifteen million. No government could, at the Federal level, possibly administer wisely to the widely different local needs occasioned by such large scale employment. Accordingly, all of the Federal agencies concerned recommend that every community have a representative effective community committee which shall develop community plans to ensure adequate care for children of all ages.

Extended programs of child care may include before-and-after school sessions, lunches, and care during any or all of the twenty-four hours as seems necessary. *Local communities are urged to use and coordinate all of their local resources.* Agency responsibility for such war-created needs as cannot be cared for by local and state resources has not in all cases been finally assumed or allocated at the Federal level. But programs are now generally well formulated, and there is great readiness to assume responsibility as soon as inter-agency policies and responsibilities can be established. A short, not altogether inclusive, summary of several Federal programs now in progress that concern children, follows.

A directive of the War Manpower Commission provides that the Office of Defense Health and Welfare Services shall, in consultation with other departments and agencies, promote and coordinate the development of necessary programs to care for children of working mothers. Four hundred thousand dollars allocated to Office of Defense Health and Welfare Services to advance this program can be expended through grants to States, *on the basis of state plans recommended by the Children's Bureau and the Office of Education.* The ODHWS recommends that in every community a committee made up of strong representatives of health, education, welfare, and similar groups, make a study of existent child care facilities and estimate the need for expansion and new development. There is recognition of the need for two types of services for children of working mothers: (a) care in private homes through foster families, and through block mothers in private homes; (b) care in



groups through nursery schools, child care centers, before-and-after school programs, vacation and day care, recreation activities, and other related services. Counselling service is recommended to ascertain the type of child care needed to help mothers analyze their own situations, and to decide whether or not they can to advantage accept employment. Other steps in community organization involve formulation of program standards to ensure the best possible education, health, welfare, and related services. Furthermore, methods of securing such services, and financing programs must be established. Fees from parents can ordinarily finance at least half the cost. The balance is frequently made up through the interest and contributions of such groups as labor, industry, church, Junior League, American Association of University Women, Kiwanis, and the like. Using all their resources, many communities still have not sufficient personnel and money to meet the needs. It is therefore recognized that state and federal help will be required. However, the Office of Defense Health and Welfare Services, like other federal agencies, is firm in the belief that primary responsibility for children's services rests with localities and states. Actually a number of states are already at work solving their problems independently.

As part of its regular program, the Children's Bureau, under its Child Welfare Division, administers grants to the state welfare agencies for child welfare services and gives assistance in the development of day care programs. With the aid of grants, the state and local welfare department may (1) employ local child welfare workers to aid families in dealing with problems of children who are homeless, dependent, neglected, or in danger of becoming delinquent; (2) develop state services for the encouragement and assistance of community child welfare organizations in areas predominantly rural and other areas of special need.

Under the War Manpower Commission directive, ODHWS funds are used by the Children's Bureau to provide advisory and supervisory services over that part of day care services administered by state departments of welfare.

The Children's Bureau gives state welfare agencies consultation services in the preparation of such plans, and it reviews plans submitted to make sure that the planned expenditures will meet specified requirements. It also recommends to ODHWS approval of plans and payment of grants. Included in the day care services coming under the supervision of the Children's Bureau are counseling service for parents

as above described, giving parents information on available resources for care of children, and, where needed, providing continuing case work services for the family, foster family day care, day nurseries, and homemaker service which provides for the care of children in their own homes by qualified persons coming in for the day, and day care centers which provide full-time day care for preschool children, and before-and-after school services for children of school age.

The ODHWS funds are being used by the Office of Education to work with state departments of education and through local school officials to extend usual school services in so far as need is indicated. Special emphasis upon health and recreational needs have been provided in some experimental programs already under way through local initiative. The need is recognized and plans are now being formulated for extended school services to include before-and-after school programs for children of school age. These will include Saturday, Sunday, and holiday care if necessary. The need for early school programs for the care of children from three to six, or younger than three, if necessary, is also recognized. The responsibility for carrying out such plans will rest with state or local school boards as soon as funds are made available. Counseling services for mothers and training courses for additional workers, both paid and volunteer, are to be included. Field representatives of the Office of Education cooperate with state departments of education and other state groups in preparing plans for over-all state programs of child care for the children of working mothers. Plans cover the extent of need, estimates of number of children requiring care, facilities already available, programs under way, additional programs and facilities needed, and recommendations for action. Field representatives in consultation with education and welfare officials, regional representatives of the Children's Bureau and others, recommend state plans and applications for federal funds for advisory and supervisory services in local communities.

The Federal Works Agency, through Lanham Act funds, can make grants in aid to states to provide child care facilities and some of the essential services. By inter-agency agreement, applications for health, education and recreation facilities must be recommended by ODHWS before funds will be appropriated. Communities which have war-created needs for group services for children that cannot be met through other federal assistance are eligible for Lanham Act funds. Funds may be used for maintaining and operating centers, exclusive of food. Applications must be



made by public agencies with legal authority to supervise and operate such activities in the area concerned, and/or private non-profit organizations which can show legal authority to supervise or operate the activities requested. When no agency has such authority, the state authority has the power to designate an agency to take the responsibility for this emergency work and make application.

The Federal Public Housing Authority, in accordance with its over-all policy, provides adequate facilities for housing war workers, and manages these facilities in a manner to keep war workers on their jobs and to maintain health, welfare, and morale for efficiency in their jobs. Adequate facilities for housing war workers are considered by FPHA to include facilities for young children whose mothers are employed to further the war effort. A clear need for such care must be shown, or strong evidence that such need will soon exist. According to federal policy, it must be verified by ODHWS that child care facilities adjacent to these projects are inadequate to serve the needs of project tenants. Provision of facilities for group care of young children in housing projects will be accomplished through conversion of dwelling units, addition of such facilities to community build-

ings, and construction of separate centers. In accordance with its policy of managing project facilities, the FPHA considers it essential that (1) the programs in these facilities shall be operated by agencies constituted to develop programs of group care and education for young children, and (2) these programs shall be planned as integral parts of over-all community programs of children's services and not as isolated programs to serve housing projects.

It should be particularly noted that in all of the federal plans presented, need for over-all planning is stressed—first, planning by the community as to its over-all needs, and, second, coordination of resources and plans at local, state, and federal levels.

Recommendations of every agency reiterate the need for comprehensive community planning and for the use of all available community resources to meet the needs of children of all ages. Much is still in the blueprint stage. Actual programs, however, should be getting into action shortly. Meanwhile, this sort of community planning of the people, by the people, for the people, should make us look forward with hope to meeting our war emergency needs adequately, as well as to a sound approach to post-war reconstruction.

## Do They Still Teach School?

By RUTH GILLETTE HARDY

THE staid Bulletin of the University of the State of New York has a cartoon on the inside cover of its December issue. Among signs pointing one way to the local Selective Service Board, one way to sugar rationing, another to gas and oil rationing, and posters urging assorted kinds of salvage, a harassed little boy is inquiring of the janitor: "Do they still teach school here?"

This is the way many of us feel a good share of the time. Can we go on "teaching school"? Should we modify everything at once? Or what things? And how? How is behavior, behavior of teachers as well as of children, bound to be affected by the war? Can adult good counsel influence the trends of this wartime behavior, or are we all at the mercy of an inescapable force? And what is good counsel? To protect children from war's "brutalizing" aspects? To get tough and "tighten" discipline? To blame wartime tensions and center our efforts on reducing them? There is a clamor of contradictory advice.

Each one of us can answer such questions only from our philosophy and experience. What I can say is based on the philosophy of trying to understand and develop children from wherever we find them toward an ideal of liberal American life, rather than subjecting them to a "prescribed dose of schooling" aimed to achieve some fixed, unvarying standard. My experience centers around teaching children whose heritage has been clouded, falling as it does between European and American tradition, and whose economic situation is most often one not only of poverty but insecurity. What I can tell may apply but little to children from homes that are well-to-do and well established, or to that large group of rural children whose homes are poor enough, but are less often apt to be insecure.

Take this much-discussed matter of wartime tensions. War has brought to many of the children I know best, not an increase, but a lessening of tension. There is more work and better wages for their parents,



less immediate worry at home, less moroseness. Even the departure of brothers and uncles for the armed forces, though it is exciting, is an occasion for exaltation, for family pride that makes for upbuilding and increase in unity. So many mothers in our neighborhood have always worked, that "war-working mothers" bring us few new problems. No wonder, then, that when the recent excitement over "rowdiness" and delinquency in the New York City schools led to an inquiry from the superintendent, not one school in the underprivileged lower West Side of Manhattan reported any increase in juvenile restlessness or misbehavior. We always have our fair share of both, but war has brought no increase. What a long conflict, with heavy losses of men and deprivations of all kinds, or a falling off in public morale might bring, we do not know; none of us can speak for more than a year of war now.

Most of the changes that are now affecting our schools tend to strengthen efforts which many school people have been urging or experimenting with for years past. Central and most important is the demand for increased use of realistic material. Direct requests from government agencies for school discussion of salvage and conservation of materials, of the causes of shortages, and the need for rationing are bringing realities into many class-rooms where all the stories used to be about brownies and talking animals. Classes of older children who were never allowed, until now, to escape from the "classics," are finding that all the thrilling knowledge about aviation that was formerly "extracurricular" is now proper and desirable; it is not even accounted dangerous when some pupils know more than their teachers about such things. Along with this greater realism of content goes the call for activities of practical worth. The making of model airplanes in classrooms, the actual collection of salvage, mean more than improved morale—they bring to many a child whose tastes are not too bookish, or whose private excursions to the "junky" were so recently frowned on and a source of disturbing guilt, a sense of security in his school relations which is worth more to the nation in wholesome growth of personality than a whole ton of scrap. Those of us who, these twenty years past, have urged a realistic curriculum and useful work as fundamental to a sound system of education, are only concerned now as to how we shall be able to keep these elements to the front once the war is over.

Two other types of effort which the war situation tends to strengthen are central in the set-up which we have been working on for six years in the Chelsea

School, and which we are now proud to have adopted as a demonstration of the New York City Board of Education, in cooperation with the Public Education Association, under the name of the All-Day Neighborhood Schools, in the Chelsea School (P. S. 33, Manhattan) and in P. S. 194, Manhattan, in Harlem. These two efforts involve, first, keeping the school not merely open from nine to five but maintaining an educational play program closely integrated with the work; and, second, stressing in both work and play the building of citizen responsibility in the child from his tenderest years. Our efforts are probably not so unique as we think they are, but we have encountered so few like them and we believe the results to be so good, that we feel they merit a somewhat extended description.

THE growing number of women at work for the war effort have led to a widespread demand for all-day care for children. But most of the discussion I have heard and read centers about the establishment of nursery schools for young children and the "opening" of schools in the late afternoon for older children and youths, without much consideration of the methods to be employed or the content of these programs. Our work in the Chelsea School has centered on these neglected matters of program and method. We recognize that a nursery school is desirable, but a proper nursery school is expensive and calls for much space. Because we do not have the space, and feel very doubtful about raising the money, we have therefore regretfully left the care of children under four and a half to privately operated units in the neighborhood, which, though unable to meet the entire demand, are doing a good job. But children from kindergarten to adolescence also need more than a place to play and some adults about to prevent accidents or damage. Whenever we have had to limit our groups, our play center after school hours has concentrated on the younger children. Our largest and most regular groups are in the five-, six- and seven-year range.

For these children we have provided, after three o'clock, a modified kindergarten program. Varied materials are provided for free choice of activities in small groups spread over two fairly large adjoining rooms. There is plenty of paint, crayons, blocks, plasticine, and doll "materials," with some simple toys. Whenever the weather permits, outdoor play goes on in the adjoining park, which is equipped for young children. In the really warm months the tables and materials for indoor play are carried out to the sunny schoolyard. Some definite periods are as-



signed for free rhythms to good music and singing of familiar songs. But the stress is not on "teaching" these or any other techniques. The stress is on relaxation in a quiet, orderly atmosphere. Contrary to one's *a priori* view, such relaxation means considerable concentration, growing out of the children's own interest in what they do. The maintenance of this kind of quiet and relaxation without constraint calls for a high degree of technical ability. Given this ability, with skill in story-telling, the various crafts which interest the children, and taste and skill in music, a teacher of attractive personality and a real love for little people can have an influence for sound attitudes toward school, toward social situations, toward a foundation of good citizenship, that is immeasurable. But what a paragon such a teacher must be. And how hard she must work, albeit scarcely *appearing* to work at all. The value of the recent change in our set-up, making it a demonstration of the Board of Education, is that we now have trained teachers, carefully selected for their personality.

As the wartime demand for all-day care of more and more young children will grow, our pressing needs will be for more space, in our own or other schools, and more carefully selected teachers. For it cannot be too often stressed that such group care is not as ideal as care in a good home, and never can be. These children are tired by afternoon. They need spots in which to be quiet, to be alone at times, such as a good nursery school provides. But our play center is far better than a bad home, or a careless home, or no home at all while mother is away at work. Because our facilities are extremely limited, in selecting children we give first place to those whose mothers are at work. This fall they have constituted about 60 per cent of our registration. Second place is given to children whom teachers recognize as having personality difficulties because of some weakness in the home, and third to those whose homes are known to be weak in some important respect, even though no personality difficulties have made themselves evident. Of course, any program that runs after the regular school day is voluntary, not compulsory. However, we owe it to the parents to keep careful record of attendance and to let them know if their children do not come.

The same set-up is followed in the afternoon groups for older children. Our present staff allows us to conduct four groups: one for children about eight, one for nine-year-olds, and, because our boys and girls find it difficult, even at nine, to play together, there is one group of girls ten to twelve, and another of boys

the same age. Had we a larger staff, we should gladly have older groups. But I am a firm believer in training the attitudes and enriching the ideas of young children, with the expectation that children over twelve can then be trusted to find sensible occupation for their leisure time. Also, older boys and girls can move about more freely and use the facilities already provided in settlements, libraries, churches, and large clubs. Some of the organizations founded to care for leisure-time activities express themselves as if they thought providing for nine-year-olds was providing for children's needs right from the cradle. But our experience leads us to feel that a child is almost certainly made or marred for life by nine years. And when I hear the case history of some juvenile delinquent that starts with his entrance into junior high school, I keep asking: "But what was he like in the first grade? And the second? And even earlier?" He was probably not delinquent; he was just lonely, or insecure, or worried, and nobody paid much attention to him.

TO BUILD sound relationships, each of these afternoon groups is organized as a club. This means it is a stable group meeting daily, with the same teacher, and following a planned program. The children share in the planning, but the teacher provides the stimulus. She watches to see that the program gives opportunity each day for play, often dramatic in type, for crafts of varied sorts, for some music, but, above all, for some continuity which will be stimulating to the imagination. More children get into difficulties, I believe, from lack of something to think *about* than from any other single cause. But as children center their planning and play about some stimulating idea, they learn to act in cooperation and become accustomed to basing their action on ideas rather than impulses. Adults are often unaware how rare this is among children of average or low average ability. At the same time, a watchful teacher learns the content and extent of the fantasies of the children in her group and where their negativisms lie. Such a stable group, limited in numbers, comes to have a definite, almost visible form and spirit, that in turn shapes its individual members.

The most successful of these programs, we have found, grow out of some stimulating work or study in the regular school day. A group making a play in day school out their study of China or Mexico may decide to learn and do more about it in their club periods. The results have always been happy. But such decisions cannot be prescribed or imposed by

adults. The immediate war interest, for example, shows most clearly at the present time in the lack of interest in anything far away and long ago; the interest is centered on anything that has a connection with the war.

The teachers of the afternoon groups also cover three of the five hours of the ordinary school day as "special" teachers, each assigned to assist several classroom teachers in carrying out her program of studies integrated around a central theme. The details of this program and its possibilities are another story too long to tell here. I can only explain briefly how the day school set-up, which affects four or five times as many children as the clubs can, furthers the school's efforts to build individual and group responsibility as a habit of life.

One of the saddest aspects of the traditional school has been its distrust of children. Much of what is now being called coddling and softness in our education is the direct result of this distrust. It is far more common to find this softness in traditional schools today than in progressive schools. For fear of accidents, children have been lined up and marched about, always with an adult taking full responsibility, until they have become almost unable to take care of themselves. For fear of improper learning or ideas, ideas have been limited to the vanishing point of a meagre course of study that dares admit nothing current, nothing controversial, nothing that explains the harsh realities all around them in the world. Thus overprotected at school, the world remains to growing children the same burbling muddle that it is to babies. Why then are we surprised that their behavior is babyish?

The road to responsibility is the same for children as for adults: a job that needs to be done, satisfaction in doing it, and accountability for results. For early failures, they need understanding and a chance to try again; for persistent failure, punishment ingenious enough to "fit the crime." Let me say in passing that what is wrong with most punishment is not the exacting of a penalty; that in itself can be felt by the child as a healthy purging of guilt. What is wrong is having the child feel a spirit of vengefulness.

For little children, responsibility must be limited to filling their personal needs. At school centers they are taught such things as the care of their wraps and picking up of blocks and toys. But at eight, a child should begin to think in terms of serving others. Many minor ways can be found, but our most organized method is assigning the daily milk and cracker sale to one third year class. They must not only

serve; to do only that is little better than the old, irresponsible monitor system of the traditional school. They must take the orders, keep the books, and collect the money. They must be sure these match, just as much as the adult accountant must make his books and realities match. Someone has said that the basis of responsible government was the invention of accountability systems in the eighteenth century; no different basis is needed for children. The chief difference between children and adults is that everything must be tangible and the calculations must be simple.

After the third year, we have used our best inventiveness to find school services with the same characteristics to keep the training as constant as possible. The children are responsible for a school post office, a school library, the visual instruction and radio program, with its care of costly equipment, the handling of school supplies. Three simple principles must be observed to make this service program a valuable method in education. The service must be real and seen as real by the children, so that the responsibility which is the aim may be genuine. The service must have value in some enrichment or integration of the usual course of study. Arithmetic, science material, and some aspects of social studies are plainly the chief outcomes in content. And, third, everyone, "good" or "bad," bright or dull, must participate in the program of his class. The old-time tendency of teachers to trust only the conforming children, or to make the performance of a service dependent upon having "finished your lessons" leads to resentments, rivalries, and consequent contempt of the service in the private lives of the children. This result is the exact opposite of our aim.

The war has brought some addition to this service program in adding salvage to the list. For example, a fifth-year class took hold of the stocking drive and became quite expert in learning the appropriate tests for silk, nylon, and rayon, and distinguishing among them. Another war service that has raised the morale and consequent mental keenness of another slow fifth-year group is that of selling war stamps and bonds, taking the money for daily orders, keeping the accounts, making the deliveries each afternoon, and making charts and graphs of our approach to the goal of a hundred per cent participation. The amount collected counts for less than the principle that no child is too poor to buy at least one ten-cent stamp per month. The additional teachers assigned to us for our demonstration center make it possible to allow the regular class teacher to make the necessary daily

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# Emotional Problems of the Adolescent and Juvenile Delinquency

By CAROLINE B. ZACHRY

EARLY last fall New York was shocked by the disclosure of the Juvenile Court that delinquency had risen 14 per cent in the first six months of 1942 as compared with a similar period in 1941. Alarming as this situation is, it does not in the least surprise anyone at all familiar with the ways of children and with what war does to them. Children are as susceptible to the general atmosphere of anxiety and tension as to disease; they are disturbed by the interference with their routines, the curtailment of recreation services, the overcrowding in classrooms. The sudden forcing of adult responsibilities upon unready adolescents, the winning of financial independence by relatively young boys and girls, the entry of eighteen-year-old boys into the armed forces, the unsettling effects of early marriages on the next younger group—all these things are telling seriously on children's personality.

But war bears perhaps hardest on children through what happens in their families. An increase in juvenile delinquency is a symptom of other problems among our adolescents, a sign that something is wrong with them emotionally. It is also a sign that something is wrong—radically wrong—with their homes, the daily environment where they have come into being, and which, like the earth and sunlight of the plant, has fostered their growth. War is seriously increasing the disrupting influences in homes. Fathers are departing for war service and mothers for work, leaving many children—temporarily or partially orphaned—to roam the streets unsupervised. In many boom towns housing is badly crowded and unsanitary, and health and social agencies overtaxed. Families migrating across the country in search of work face many difficulties of adjustment. And to all these stresses are added those which come with the notices now being received: "Killed in Action."

We know that adolescence, the period of transition from childhood to adulthood, tends to be the time when emotional stresses reach their peak. To the child's conflict between the urge toward independence and his fear of being unable to achieve it is added the parents' conflict about letting go his hold to make the final break. Even in normal and well-

adjusted homes, these are likely to be trying times. But they can be weathered. The emotionally mature parent has recognized, from the time of the child's struggle to separate himself from the mother's body, that the process of growth was a steady pulling away from parental protection. But just as the mother, in the moments after the child's birth, comes far closer to him than when his physical entity was one with hers, so both father and mother may experience, with every evidence of independence, a sense of more complete union. Adolescence thus marks the approach of the fulfillment of parenthood.

But all parents are not emotionally mature. Then the child's growth will have been fraught with a continual struggle—a struggle far more painful and prolonged than the struggle of birth, and which, with adolescence, may well become overwhelming. The parent may seek to hold the child to him by the silver cord, or force him to fulfill some broken dream; he may see in the child the image of an estranged partner's imperfections, or unconsciously reject him as interfering with cherished plans. Frustrated in his own work, he may now become jealous of every sign of budding promise, and secretly and unknowingly be undermining the youngster's self-confidence, while outwardly encouraging it.

It is from such homes that most of our emotionally disturbed adolescents come—the ones who won't work in school, the ones who overwork, the rebellious ones, those with deep-seated fears, the persistent day-dreamers, the habitual truants, the petty thieves. When their disturbances pass a certain borderline, when instability increases and habits take a firmer hold, the emotionally ill adolescent becomes the juvenile delinquent.

These young people present a challenge which must be met if widespread emotional breakdown is to be prevented. We must radically revise the programs of our schools, must extend and strengthen our guidance, health, recreational, and social services, must adapt Army requirements to the needs of these newest recruits. The importance of family counselling and of social agencies at this time cannot be exaggerated. Theirs is the rôle of setting right these emotionally

disturbed homes, of helping parents modify their attitudes, to achieve maturity, and to gain greater insight into their own problems and those of their children.

The parent who enters the office of a family counselling bureau or social agency usually does so in a state of considerable anxiety. While he seeks this agency as he would seek a physician—because there is an illness he is unable to cure by himself—he does not feel the same way as when he visits a physician. Because mental illness is not yet accepted as physical illness is accepted, he feels stigmatized, feels a lurking sense of personal failure or of guilt. Medical science is older than mental hygiene and psychiatry, there are fewer divergencies in schools of thought, and people have more confidence in it as a profession. And—more important still—the body seems divorced from the inner self, while the emotions *are* the inner self. Thus, while the parent may become grief-stricken, or even broken-hearted, at receiving a physician's diagnosis of physical ills, he will seldom become conflicted when he hears it; almost never will he become bitterly hostile toward the doctor. But the family counsellor and social worker, like the psychiatrist, must be prepared for such reactions. They must be prepared for vacillation, inconsistency, almost every variety of defensive response.

To this natural anxiety of parents, I am afraid we who would help them have unconsciously added. In our zeal to impress upon mothers the fact that the act of bearing a child does not, *ipso facto*, bring wisdom to the training of that child, we have allowed the pendulum to swing too far. And, from thinking themselves infallible, mothers and fathers have begun to wonder if they are ever right. They are losing their basic self-confidence, their sense of direction.

The successful counsellor and social worker are fitted, by native endowment and by training, to help the parent. They combine a natural understanding of people, a sympathy with and liking for parents and children, with trained professional skill.

The parent intuitively senses this understanding, sympathy, and knowledge, and becomes correspondingly ready to express himself freely, as to a friend. The very act of unburdening his troubles tends to relieve pressures and tensions. But the wise counsellor recognizes when release of emotion begins to pass over into excitation, and is able skillfully to divert the conversation at this point. Gradually what was pent up within the parent gets outside himself. Of course, the counsellor knows where weaknesses lie, but her emphasis is not upon weaknesses but upon strengths. The

interaction between the parent and the counsellor or social worker produces gradually a clearing of the situation. This process does not mean a "laying down of the law," a "pointing out of mistakes," to the parent. He gets to see for himself that John is not "a bad boy," or "just like his father," or "hopelessly stubborn," but that John is acting this way because of pressures upon him, pressures he cannot bear. The parent is reassured by realizing that certain manifestations—of rebellion, of sudden overattention to dress, of anxiety about his appearance, or of concern over awakening erotic feelings—are not strange or abnormal but are a natural accompaniment of adolescence. The parent comes to see how he may have been insisting upon nonessentials, while the important things have escaped notice. And, above all, he realizes *why* he has acted as he has toward the child; that he has acted so because, in his own childhood, pressures were brought to bear upon him.

This parent has not been deprived of his confidence in relation to the child; rather, it has been increased. He realizes that, though his love may not always have been objective, it has been the greatest constructive power in the child's life, and that, though he has often viewed the child through the rosy glasses of passionate hope, nevertheless he knows the child as no one else knows him, and that his hope for him constitutes the greatest possible stimulus to realization.

With greater insight and understanding come a gradual change in the attitude toward the child, and a consequent improvement in his behavior. When the counsellor or social worker sometimes recommends psychiatric care for a child, the parent accepts the necessity for such care exactly as he accepts the necessity for medical care. He knows also that he cannot turn the child over to the psychiatrist, shedding his responsibility, but that improvement can only come when he, the psychiatrist, and the child all work together on the problem.

OF COURSE, parents are now coming with many problems which are directly related to the war. With so little time allowed adolescents for apprenticeship in independence, it is vitally important to encourage them to exercise responsibility, as far as possible, in the home, to feel that they count as individuals, to give them a share in making decisions that affect the family. They must be helped to wider social participation in community activities, and to take their part in useful war work. Parents need to be most thoughtful about sex education of their young people,

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# Parents' Questions and Discussion

The questions published here are selected and discussed by the staff of the Child Study Association, and the answers written by various members. The department is edited by Helen G. Sternau.

*I should like to have some part in the war effort, but I don't want to go to work and leave my two babies. Jane is not quite two, and Harold just past four. I could easily spare a few hours a week for volunteer work, but what can I do with the children? I can't afford competent help—even if I could find it these days—and the only nursery school in town is crowded to the limit with children of working mothers.*

You are wise, I think, in considering your children your major job for the present. It's best for your own youngsters and most economical for the community in the long run, too. Despite our present need for manpower, the government is still urging the mothers of young children to stay home when they can.

But for your own sake, and your children's too, you should have some part in broader community concerns. If the children's grandmother lives nearby, perhaps she might agree to take care of the babies one afternoon a week, making that her war job, and freeing you for more active service. Older people like to feel needed, too, of course. Her methods may not be just yours, but she really won't ruin the children. They'll all enjoy the change, most likely.

Or you might get together with other young mothers you know and work out some sort of co-operative solution. Have you a friend whose children play well with yours? You might take her babies one afternoon a week and let her take yours a second day in return. Or perhaps two or three of you could get together on expenses and employ a well-trained person to care for all your children once or twice a week. Sometimes a young teacher or training school student is glad of just such part-time work and adequately prepared to handle a small group of this type. It will take careful planning of space and equipment, of course, but with a willing spirit most of the practical problems can be worked out. It's well worth the effort.

*I don't know what to do about my boy's birthday. Harry will be eight next week, and*

*here is the birthday list he gave me: "More soldiers, a tank, and one of those machine-guns that makes a real noise." He and his younger brother play war by the hour, anyhow. But it hardly seems right to encourage them by supplying more war toys. What ought I do?*

Of course your boys play war games these days. This is quite normal and natural when all our efforts are centered in war. Small boys have always copied their fathers and big brothers. What they can't do in real life they must do in play. They have a real need to act out the war-like ideas which are all around them.

Perhaps you hesitate to sanction war play because this seems like a blanket endorsement of war and brutality. But even children as young as yours can be helped to understand the difference. You can teach them that we are fighting now to stem the forces of evil and destruction in the world.

Or perhaps you have feared that giving children war toys may stimulate their aggressive feelings. But frowning on war play does not eliminate the aggressive feelings behind it. When children have such feelings—as most of them do, even in times of peace—they manage to express them in some way, toys or no. It makes very little difference whether they play war, or cops and robbers, or Indians, or Superman, or hunters in the jungle.

Up to a certain point it is healthy for these impulses to come out in aggressive play. But such play should not be the sole interest of any child. You need not feel guilty about supplying war toys for your boys—just see that they have other outlets, too. They need plenty of free play outdoors and materials for creative work. Paints and clay, blocks and tools, will help to balance their destructive play with more constructive experiences.

*There is a lot of talk today about teaching children what democracy really means. Is this a home responsibility? What with rationing problems and all the other things parents have to do at home, isn't this something the schools ought to do for us? Why couldn't the subject be brought up in history classes? That would seem a natural place for such teaching.*

Both home and school have an inescapable responsibility in this matter. "Teaching

democracy" consists mainly in *living* democracy day by day, not in mere talking *about* it and giving it lip service from time to time. The attitudes of parents toward their servants or so-called "inferiors," their feelings about the Negroes and Jews in their communities, their behavior toward the Japanese or German families who live nearby, do much to tell their children what they really believe about democracy. Perhaps the day-to-day relations of parents with their own children count most heavily of all. Home discipline is our first and deepest lesson in human relations. It may be truly democratic, or autocratic in the extreme. Democracy is not a mere theory; it is a way of life and a moral conviction. In the teaching of morals the school, and the church, too, for that matter, have hard going unless these underlying principles are understood by parents and lived by them.

Schools, of course, have a golden opportunity. History classes, as you say, are a natural place to discuss the struggle of mankind toward freedom and the problems that arise. But such teaching should not be limited to the courses in history or civics. A school as a community can govern its affairs democratically or dictatorially; its spirit will be the one thing or the other. Its attitudes toward minorities or dissenters, or toward its difficult members, may be understanding and helpful, or, on the other hand, intolerant and rejecting. The moral leadership that a school principal, the teachers, or a parent organization offer (or fail to offer) to young people confronted with racial, social, and religious differences, may speak louder than all the classroom indoctrination put together. Young people need constant experiences with democratic living and the problems it raises. Book-learning has a definite place, but it will always be secondary to the actual feelings built into young people by their earliest contacts.

*My daughter is thirteen. In her current events class at school, they have been reading newspapers—and you know what newspapers contain these days! Now she asks me questions that I do not know how to answer—about things like venereal diseases in the Army, delinquency, or current sex scandals.*

You may take it for granted that your daughter and her companions know a great deal more than you intended they should. They compare notes on shreds of hearsay and gossip and sly readings. Sometimes they gain in knowledge, and sometimes

they magnify their ignorance—but they always increase their confusion. Perhaps the adults have made them feel that their curiosities are wrong or sinful.

What your daughter and the other girls most want from their parents and teachers is a clear orientation in this realm—the true facts and an honest discussion of the standards by which human beings guide their conduct with respect to sex. They are concerned about themselves, about the kinds of persons they are, about how they fit into the world of adults. They are anxious about what is normal, whether they themselves are normal, about the great diversity in patterns of life which they see around them or read about.

Be glad that your daughter asks you questions. That gives you an opportunity to help her by giving her a chance to tell a sympathetic adult what is on her mind. Your daughter needs to be assured that her curiosity is quite normal, as well as her growing and confusing interest in boys. She wants to think out loud and to get glimpses of how normal adults feel about the many things that trouble her. She wants a living relationship that will help her clear her own thoughts and guide her into the adult world.

You may draw upon sources other than your own limited knowledge and experience; but your daughter will want, first of all, the assurance of your sympathy and approval. Perhaps later a book, or a chance to ask somebody who happens to know more about some phases of the perplexing problems of life, would be helpful.

The widespread and intense interest of young people in the lurid newspaper accounts of a current movie scandal reflects a genuine concern about love and life. Our growing boys and girls seldom have a chance to discuss these matters seriously with adults in whom they have confidence, or from whom they can expect real understanding and concern. Often adolescents can take information and guidance more easily from teachers or club leaders than from their own parents. But if a parent is called upon for help, that opportunity should not be turned down. You may want some books and pamphlets to help you out; and there are some that are suitable for young people to read themselves.

Our own pamphlet, "Sex Education, Facts and Attitudes," would make a good starting point, and many helpful references are listed in it. One excellent recent book is "Sex Guidance in Family Life Education," by Frances Bruce Strain.

The first need, however, is for you as a parent to



make up your mind that the job is yours, and that you are willing to take it on with such help as you can get. Once you have made the decision, the task will probably not seem so difficult.

## Suggestions for Study: Children in Wartime

### GUIDING PRINCIPLES

#### I. WAR BEGINS IN THE NURSERY

All human beings have savage hostile impulses. Most of them learn while young to repress these feelings and to replace them, more or less completely, by kindly attitudes. Some do this more successfully than others. The quality of the child's earliest experiences is very important here. In our nurseries, then, lies one key to a peaceful civilization. For sound development the child needs a warm, satisfying infancy; unhurried, gentle training; acceptance of his aggressive feelings as natural, even as he is taught by degrees to restrain his hostile actions; discipline based on a close relationship to his parents—and depending very little on severity or punishment.

#### II. DAY CARE FOR YOUNG CHILDREN

While most experts agree that the mothers of young children are needed in their own homes, thousands of them are now being drawn into industry. Plans must be made for the protection of their children. The federal government offers some help, but local conditions differ and local planning is essential. Nursery schools, foster homes, after-school care and counseling services are needed. It is important that sound standards be set up and maintained by regular supervision. These new services should cooperate with the home and help to build better parent-child relationships.

#### III. THE SCHOOL IN WARTIME

Our schools are changing under the impact of war. This enforced review of school procedures is all to the good. But we must not let expediency and false zeal lead to the destruction of vital values. Certainly our schools will gain by revising traditional curricula and recognizing the need for cooperation in larger community concerns. Participation in the war effort is a valuable experience for our boys and girls. But destructive competition and unfair pressure upon children must not be allowed to creep in under cover of "patriotism," nor must we permit the scrapping of valuable school services in a spirit of false economy. Parents will need to be alert to see that their schools are changing in constructive ways.

#### IV. JUVENILE DELINQUENCY IN WARTIME

To those who know young people, the rise of juvenile delinquency in wartime does not seem surprising. A general atmosphere of tension and aggression adds to the normal turbulence of adolescence. Disrupted homes, curtailed recreational services, decreased supervision, new spending power—all play their part. Adolescence is a difficult period at best, when emotional problems are at their height. Many parents need expert help in meeting these problems. Psychiatric guidance services should certainly not be reduced in wartime when home resources are taxed to the utmost.

### QUESTIONS FOR DISCUSSION

1. What steps has your community taken to protect the children of working mothers? How might you and your friends help? What is the place of volunteers in a program of this kind? How might you make time for such community service without neglecting your own children?

2. Mrs. Byrnes was forced to wean her six-month-old baby rather suddenly. He's been fretful and cross ever since. She longs to pick him up and comfort him, but she's afraid he'll get more and more "spoiled." What do you think? How can she help to restore his usual serene disposition? What has all this to do with war and aggression?

3. A junior high school in a big industrial city maintains an after-school club program, offering athletics, dramatics, shop work, home-making, and fine arts. Some members of the board feel that these "frills" should be dropped as a wartime economy. How might you convince these hard-headed business men that such a move would be costly in the long run?

(For Reference Reading, see the "Books and Pamphlets on 'Children in Wartime,'" page 60.)

### *Discipline: What Is It?*

Probably more requests come to the Child Study Association for help on disciplinary problems than on any other single topic. A thorough and practical discussion of this perennially interesting subject appears in the pamphlet "Discipline: What Is It?" by Helen Steers Burgess. Some of the topics include:

The goal is self-discipline.

Do we discipline infants?

How can we control our children?

Punishments—spanking; depriving the child of something; rewarding good behavior; threatening to punish. The real trouble with these methods.

Positive goals of discipline.

Send 10 cents for single copy. See coupon for this and other CHILD STUDY ASSOCIATION publications on page 62.

# Science Contributes

## FEEDING AN INFANT ON A SELF-DEMAND SCHEDULE

A Record of the Fourth Through the Eighteenth Month of Life\*

By FRANCES P. SIMSARIAN

DESPITE recent advances in our understanding of human behavior, we have failed to eliminate some prevalent behavior disturbances of childhood. Large numbers of our young children today are timid, fearful, and lacking in self-confidence. Others are often unduly hostile and aggressive. And, although we have expanded our knowledge about the kinds of food children need, a large number lack a healthy appetite. A critical examination of our current practices of handling children during the first two years of life suggests possible reasons for the later behavior that concerns us.

First, our children are usually deprived during the all-important first days of life of an intimate and loving contact with their mothers. Their introduction to life is a cold one in which they are handled by different people in an impersonal hospital nursery. This is in contrast to the experience of a baby in more primitive societies, where the accepted resting place is the mother's arms.

Secondly, a large percentage of our infants are deprived of the comforting and pleasurable experience of being breast-fed. Bottle feeding is an impersonal substitute, particularly when it is administered, as it often is, by different people or without any accompanying holding and cuddling. Mothers miss an exceedingly pleasurable experience and cheat their babies when they fail to nurse them, and they should be seeking an answer to the question of why they are so often unable to do so. Perhaps the current practice of separating mother and baby so soon after the baby's birth is one causal factor. Mothers might be more responsive, more able to nurse their babies, if they were seeing them and caring for them, rather than having the babies presented to them for short and infrequent intervals.

Thirdly, our babies are often expected to adjust willy-nilly to a four- or occasionally a three-hour feeding schedule. Frequently this means that sleeping patterns are disturbed and that milk is urged upon the infant when he is not hungry and withheld when he is crying and indicating that he wants food. On the

one hand, there is an early forcing of food, on the other a cold rejection of the baby's physiological need. The baby who has just completed a satisfactory feeding is comfortable, contented, whereas every movement of the hungry baby indicates his discomfort. In keeping him uncomfortable and mad at his world, we are laying a base for later fearful or hostile responses.

Fourthly, we not only limit arbitrarily the number of times each day when our babies may have the comfort of nursing, but we also eliminate nursing entirely by weaning at an early age. Many babies, if left to their own choosing, might nurse for six or even twelve months longer than current practice dictates. Indeed, in some primitive societies, as Margaret Mead has recounted, children are allowed to nurse for several years or longer. But we often insist not only upon an early break from nursing but also upon an abrupt break, even though it may mean that the baby refuses milk altogether for a period or cries himself to sleep for many nights.

Fifthly, we make the taking of food unpleasant for the baby by many of our methods. In giving the bottle, we twist it and shake the baby, trying by devious means to get a prescribed amount of milk into him in a specified number of minutes. This is contrary to the fact that many healthy babies vary greatly from feeding to feeding in the amount of milk which they want. Similarly, in giving solids, we often try from the beginning to get one more spoonful down, even though the baby is showing, by spitting and wiggling, that he wants no more. We adults cater to our own food tastes, but make few such concessions to our babies. We have preconceived ideas regarding the particular foods which they should take, and we often allow little latitude even though other foods may be as nutritious. In our efforts to keep our babies and our houses clean and to get as much food as possible down the baby at any cost, we discourage self-feeding. This takes away from eating the fun of making a mess, experimenting with one's own abilities and, finally, selecting, within limits, the food one wants to eat.

We parents do not know why we continue with

\* This is a follow-up to an article by the same author on "The First Twelve Weeks of Life," which was published in the Fall, 1942, issue of *CHILD STUDY*. For a detailed presentation of this material, see Simsarian & McLendon, *Journal of Pediatrics*, Vol. 20, p. 39, 1942.



these methods. For the most part we do so without question, or convince ourselves that the baby will be spoiled if we do otherwise. However, we are accumulating evidence that our inflexible methods are useless and undesirable. Dr. C. Anderson Aldrich and Dr. Benjamin Spock, among others who write from the point of view of practicing pediatricians, are critical of our current methods. They believe from their observations that children can be allowed considerable individual freedom as to schedule and selection of diet.<sup>1</sup> Drs. Gesell and Ilg have shown that the infants studied in their clinic have spontaneously worked out reasonable feeding and sleeping schedules when they have been fed in accordance with their own demand.<sup>2</sup> Dr. Clara Davis, in experimenting with self-selection of diets, found that over a period of time children varied their diet to include all of the necessary nutritional elements. Furthermore, their appetites improved when they were allowed to do so.<sup>3</sup>

My own child, now more than two years old, has been fed since birth on a self-demand schedule planned to avoid the undesirable practices discussed above. He has been supervised by Dr. P. A. McLendon, who has made the program possible by his guidance and help. The program was undertaken because we both believed it to be the best way to raise a baby. Daily records were kept of the baby's feeding behavior and of his sleeping cycles. This record-keeping was undertaken in order that we might know, exactly, for purposes of study, what the baby did under such a program. No other extraneous factors were introduced into the baby's program. He lived in a home where his parents entertained and carried on a normal family life. He was fed and cared for during this period by his father, as well as by his mother, and occasionally by a maid.

In a previous article, referred to above, I have discussed my baby's adjustment to a self-demand program of breast feeding during the first twelve weeks of life. Here I shall discuss the feeding behavior during the fascinating period from the thirteenth week through the eighteenth month. I have arbitrarily limited the discussion to the eighteenth month because by this time all of the major transitions in feeding had been accomplished.

Before the twelfth week my baby had himself worked out a fairly regular schedule of five feedings

in every twenty-four hours. Like all babies, he had changes to make in this schedule before arriving at the three-meal-a-day-and-one-nap schedule of early childhood. In accordance with our philosophy, these changes in schedule were attempted only when it appeared that the baby was ready for them, not when we thought that he ought to be ready. If an attempted change in schedule seemed to be disturbing to him, we let him slip back to the former schedule and waited a while longer. Even when a change in schedule had apparently been accomplished, we occasionally allowed an extra feeding if he was erupting teeth, or the day was hot, or he seemed restless for one reason or another.

For example, during the nineteenth week, after the baby had begun to accept solid food, I attempted to eliminate the night-time feeding, for which he had been awakened around eleven o'clock. He slept through the night satisfactorily, but gradually began to awaken earlier in the morning, so I returned to the five-feeding-a-day program. Four weeks later, during the twenty-third week, I began feeding solids after the early morning feeding, substituting a bottle of orange juice for the former mid-morning nursing. The orange juice, like the nursing it replaced, was usually sleep-producing—a good schedule both for my baby and for me. He had already begun to sleep later in the morning, usually skipping the early morning nap, and was ready to stay awake and have breakfast with the rest of us. From this time on we rarely had anything but a four-feeding day, but occasionally I permitted an extra feeding if he awakened earlier than usual in the morning or did not settle down to his morning nap. During the thirty-second week, after the baby was already taking some of his milk from the bottle, I easily eliminated the late evening feeding, although here, too, I permitted exceptions on rare occasions when he was awakened and did not go to sleep readily. Thus, my baby arrived comfortably at a schedule of three meals a day.

OUR program called for a gradual weaning process, no sudden break from the nursing experience. Cow's milk was first introduced when my baby was six months old, because my supply of breast milk was diminishing. Like most breast-fed babies, he did not like cow's milk at first. I began by experimenting to see whether this step in the feeding program could be accomplished more easily by cup or bottle. He was so active that it proved to be impossible to get a cup anywhere near his mouth. So I offered a bottle before and after the daytime feedings. At first he

<sup>1</sup> Aldrich, C. Anderson, and Aldrich, Mary; *Babies Are Human Beings*, The Macmillan Co., 1940. Spock, Benjamin; *Poor Appetite in Infancy*, *CHILD STUDY*, Fall, 1940.

<sup>2</sup> Gesell, Arnold, and Ilg, Frances; *Feeding Behavior of Infants*, J. B. Lippincott Co., 1937.

<sup>3</sup> Davis, Clara M.; *The Self-Selection of Diet Experiment: Its Significance for Feeding in the Home*, *The Ohio State Medical Journal*, Vol. 34, Aug. 1938, No. 8.

didn't like it and used to spit and make a wry face upon tasting the milk. I didn't urge, but continued to offer the milk and let it go at that. After about ten days he began taking the bottle happily and contentedly. I was not anxious to wean him completely from the breast, so for several months the bottle was used as a supplement to breast feeding. As he slowly increased the amount taken from the bottle, I eliminated first one, then another breast feeding, not weaning him completely from the breast until the eleventh month, when he eliminated the early morning feeding. By this time he was taking milk from the cup for breakfast and was usually able to wait upon awakening until breakfast time, about eight o'clock. Here, too, I permitted exceptions on the rare mornings when he awakened earlier than usual and was too hungry to wait.

Weaning from the bottle was accomplished in the same manner, without any crying about it. At fifteen months he still wanted two bottles a day, although he had, since nine months, been taking milk happily from a cup with his meals and was steadily increasing his intake. At nap-time and bedtime he was persistent in demanding his bottle, sometimes even wanting two. Gradually he began to take less from his noon bottle, and I slowly decreased this amount, though I gave him more, however, if he fussed for it. By using this method the noon bottle was eliminated during his sixteenth month. As he gave up the bottle, I let him have a graham cracker, which he greatly loved, to take to bed with him in its place. He was happy and did not call for the bottle. But he seemed to need more milk than he was able to take from the cup. He increased the amount he took at the one bottle feeding remaining to him—the evening feeding—on some occasions taking as much as sixteen ounces. Although these bedtime bottles had a pacifying effect, his manner of taking them—quickly and avidly—suggested that he also needed this extra milk, despite the fact that he was drinking milk with his meals and in mid-morning and mid-afternoon. Again I wondered if he would ever give up this guzzling. But, as with the noon bottle, he gradually decreased the amount, and I offered him less and less in the bottle until he was taking only about three ounces. Then one evening when we had guests he was up later than usual, and was so sleepy he forgot to ask for the bottle. He remembered on succeeding nights, but was content with a graham cracker, which he eventually forgot about. Thus, weaning was slowly and pleasantly accomplished, and milk continues to be a favorite item on the menu.

How hard to believe that the kicking, sputtering baby who at four or five months rejects solid food, will, in less than two years, grow into a toddler who is able to wait for his meals and eat them with a fair degree of skill and neatness! How difficult we make things for ourselves by acting as if our babies will continue indefinitely with baby ways unless we train them immediately. We forget that the simple process of growing up will bring its accompanying changes.

WHEN he was sixteen weeks old we began feeding solids to the baby. Previously he had been taking orange juice from a bottle. The principles which Dr. McLendon and I decided upon to guide me were that food would never be forced, that the baby himself would determine the amount of each food which he would take, and that, in so far as it was practical, he would be allowed a wide selection of foods. Like most other babies, he sputtered and gargled at first, until we thought that he would never stop, during those early days of feeding him solids. But in two or three weeks he was opening his mouth like a trap to take the foods he particularly liked, and we became well aware of his definite likes and dislikes. Of all vegetables he liked spinach best, and how he did love grape gelatin! We soon learned to recognize when he had enough. He would spit out or gargle his food, put his hands in his mouth, or, as he grew older, roll over, crawl or walk away. We always took these "No's" for a definite answer.

Similarly, with foods which he did not at first like, we continued to offer them, but we did not force them. It is interesting to observe that no dislike of any one food has ever persisted. For the first few months that he was offered egg, for example, he took it only occasionally when mixed with cereal or in hard-boiled form with a favorite vegetable. Now he never has enough egg, and sometimes eats two for breakfast. It is hard for me to believe that the four and five months' old baby who sputtered so frequently over taking cereal is the same child that sometimes calls for three servings at a meal.

As with many children, vegetables have been the least-liked item on the menu, and he has fluctuated considerably in his taste for them. At some meals he has taken no vegetables, but he has never gone entirely without them for an extended period. His first love was spinach, then peas, then beets, and for a considerable period now it has been grated raw carrots. Potato in any form is sure to be eaten. Often I have stimulated him to eat vegetables by offering him several vegetables at one meal, when it was convenient



to do so, and I have tried to give him frequent servings of his favorites. Fruit of all kinds he has consistently begged for. Like most children, he loved apples or applesauce and raw bananas from the beginning. Meat juices and, later, solid meats he has consistently taken in large amounts. Thus, without any coaxing, prodding or scolding, he has selected a normally balanced diet.

Of course, he has varied in the amounts of food which he has taken at a given meal and from day to day. The same tendency was observed during the early weeks, when he was taking only breast milk. At times it seemed to me that he would surely pop! A not unusual breakfast during his fifteenth to eighteenth month was egg, several servings of cereal, two slices of bacon, one-half to one whole banana, the juice of one orange, milk, and part of a slice of toast and honey. He has since reduced this amount. After such a breakfast he often did not eat much for lunch, but would eat eagerly again at dinnertime.

How little we adults understand the child's tremendous desire to do things for himself. Perhaps it is that we too early lose our own zest for doing, or are slow in recognizing the baby's growing powers. My baby's change in feeding behavior seemed kaleidoscopic. For a brief time I could feed him solids satisfactorily by having him lie on his back on a mat. When he grew too active for this passive position, I tried various chairs or held him in my lap. Soon he wanted to stand all the time, and a chair of any kind was something to hurdle. So he stood in play pen or crib while we fed him. Then he began to hold the spoon himself or put his hands in the food. Such fun to experiment with the funny implement, such fun to see what the food felt like on the hands! But although he was ready to feed himself, he was not ready to sit in a chair long enough to finish a feeding. This problem we solved by putting the baby and plate into the play pen or crib. He was a funny sight. He would sit and eat for a few minutes, sometimes with his spoon, but usually with his hands, then get up and walk about a bit, and later return to his food. For a month or so he often needed some help with the feeding, but shortly after he was a year old he became quite insistent about his ability to feed himself, refusing to be fed. During his fifteenth month he gradually developed the ability to sit in a chair, and eventually graduated to eating at his own table and chair. His self-feeding was a messy proposition, but I preserved my housekeeping standards to a degree by putting newspapers on the floor around

him. His delight in feeding himself was so great that I would not have denied him the fun of experimenting with his growing abilities and the satisfaction of getting the food into his mouth all by himself.

The results of our program are gratifying. My baby has a good appetite and eats a wide variety of foods with reasonably good manners. Other aspects of his behavior are more difficult to evaluate objectively. It can, however, be said that he has never developed any of the fear reactions often seen among young children, and that he has been venturesome and ready to make the maximum use of his growing abilities.

Many of my friends ask if my feeding program was not a difficult one. For me it was not difficult. It merely meant in actual practice that I had to have on hand a variety of fruits and vegetables, and to offer more than one at each meal if the first was not accepted. In this day of refrigeration, this never seemed difficult, particularly as many of the fruits and vegetables were served raw. I kept wastage at a minimum by giving very small servings. My program meant also that I never insisted that one food be finished before another was offered, but gave a second serving of whatever food was completed. I often gave dessert along with the rest of the meal, or when interest in the first plate slackened. Many times my baby has returned to taking more vegetables or meat after eating dessert. In other words, I did what I could to meet his own desires regarding food, and I placed no arbitrary restrictions on his eating merely for the sake of training him. The method was simple also because it made meal-time a pleasant occasion both for my baby and for me. And, as every mother knows, when all is going well with baby, life is easier because it is enjoyable.

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# Book Reviews

*Our Children Face War.* By Anna W. M. Wolf. Houghton Mifflin Company, 1942. 214 pp. \$2.00.

With our boys all slated to enter the armed services at eighteen, and welcome to join either the army or navy at an even younger age, it becomes a matter of considerable urgency for parents, teachers, and counselors to unite in helping young people face the war. For troubled and bewildered parents to whom this may seem an almost impossible undertaking, Mrs. Wolf's latest book should prove a steady source of understanding and strength.

It is not only to the parents of teen-age boys about to leave for camp that this book is addressed; Mrs. Wolf effectively tackles the many problems that war brings to children of all ages, both boys and girls, and to their parents.

She starts with the premise that child morale depends on parent morale; that if parents can gain a thorough understanding of the problems that war brings to their youngsters, they will feel themselves well prepared to meet what may come, and will thereby be fortified and able to fortify their children against the most disastrous results that war may bring: acute fears, violent hates, disruptive internal conflict, shock, neurosis, and individual and social demoralization.

Throughout, as in her *Parents' Manual*, the author is practical and concrete. She never takes refuge in the abstract. When she advises parents of young children to make their explanations simple she illustrates by dialogue and incident exactly how this may be done. When she talks about a family in which the father may go to war, she reports again in dialogue exactly how a mother met that situation honestly and with permanent reassurance for her small son. When she discusses what older children can do to help in the war effort, she is specific, evidencing a wide knowledge of what has proven most practical both here and abroad. Her chapter on "Women and the War" should surely help each individual woman who reads it to decide whether it is only to other women, or perhaps to her, that the War Manpower Commission is addressing its appeals, and—if to her—how under the sun she can manage wisely about the children, the marketing, the house.

The chapters on "Discipline for Danger" and "The People's War" offer the simplest and most direct presentations that I know of some of the most pro-

found problems that confront us in this time. Teachers as well as parents will find direction and inspiration in the author's clear-sighted, amply illustrated discussion of problems that perplex and harry us persistently.

Mrs. Wolf fully maintains in this book the reputation she established with her 1941 book, *The Parents' Manual* which received the *Parents' Magazine* award as the outstanding book of the year for parents. Many parents who turn to her new book as their children—and they—face the war, will gratefully award their appreciation to someone who knows so well how to give them help in a time when they need it so badly.

ESTHER LLOYD-JONES,  
*Professor of Education,*  
*Teachers College, Columbia University*

*You, Your Children and War.* By Dorothy Baruch. D. Appleton Century Co., N. Y., 1942. 234 pp. \$2.00.

Children's reactions to the war will reflect their parents' morale, Dr. Baruch points out, thus confirming the findings of many other educators. Parents who try to hide and deny their own fears are not helpful, however. Fears are normal and natural in wartime and can be handled best by frank admission and "talking out." In extreme cases psychiatric help is indicated. For if we are disturbed, children sense our disturbance. They feel shut out and panicky when we try to hide things from them. Feeling loved and included is the main source of their security and this makes even real terrors bearable.

In discussing children's war play, the author points out again that this is only a new form for the expression of old hostilities. All children harbor aggressive feelings—some more than others—and they need to express them to get rid of them. There is a long digression on the sources of hostility, with a sound plea for warmer and less frustrating handling of babies and more freedom for children to express their aggressive feelings toward adults. Here Dr. Baruch has wisely distinguished between verbal and physical aggression—but one wonders whether most parents could "take" the outbursts they are advised to encourage. Do we really know whether this is a helpful procedure between parents and their own children? After all, the parent is the source of the child's conscience. Can a parent safely play the rôle of therapist too? A teacher may safely do many things which a



parent may not do, just because he is the parent. But we agree heartily that all parents will profit by understanding their children's hostile feelings and accepting them as natural.

The book continues with an excellent discussion of intolerance and its sources in buried hostility, suggesting that democratically managed homes and schools might produce more tolerant people. There is a wise plea for direct participation in the war effort as a source of comfort and stability, with helpful advice on work opportunities.

One excellent chapter deals with the love and marriage problems of young people in wartime. The answer is different for different kinds of people. We must allow young people to make their own decisions, but we can help by encouraging them to talk over the conflicting feelings involved.

This is a needed and timely book, reflecting Dr. Baruch's actual first-hand experience with children and their parents. The many real life examples help to point up the helpful advice. HELEN G. STERNAU

*And Keep Your Powder Dry: An Anthropologist Looks at America.* By Margaret Mead. William Morrow and Company, 1942. 274 pp. \$2.50.

Margaret Mead has used her special talents of anthropologist and psychological observer to produce one of the most interesting and timely books of recent months. In "And Keep Your Powder Dry" she has left Samoa and New Guinea and the cultures of the South Seas to draw a picture of the current American scene, analyzing the fundamental qualities which make up the American character and relating them to the problems of winning the war and reorganizing the post-war world. Yet in spite of its wide scope and ambitious purpose, Dr. Mead's simple free-flowing style and vivid, symbolic use of examples from human behavior make this a warm, vital interpretation that opens up many new and provocative lines of thought.

The effectiveness of total war depends not only on what we have, where we are and how many of us are available to use how many machines and weapons, but also on the quality of our people, what we are ourselves. And so it is imperative that we examine our inherent strengths and weaknesses—the psychological equipment with which we can win the war. The picture which this book gives us of our American character against the background of our cultural history is a fresh and revealing one. It shows how we are "geared to success and to movement, invigorated by obstacles and difficulties, but plunged into guilt

and despair by catastrophic failure"; how our attitudes toward aggressiveness are uncertain and confused, in that "readiness to fight anyone who starts a fight and unreadiness to engage in violence have both been held up as virtues; how we regard "success as the reward of virtue and failure as the stigma for not being good enough"; and how we are oriented toward an unknown future, ambivalent toward other cultures, which we regard with a sense of inferiority because they are more coherent than our own and with a sense of superiority when newcomers in America display their foreignness. It brings out clearly the underlying mixture of practical inventiveness and moral purpose exemplified in Cromwell's admonition, "Trust in God, my boys, and keep your powder dry."

For parents, and teachers, too, the analysis of these attitudes as they grow in family patterns is especially challenging. Here the author combines most successfully her knowledge of anthropology and psychoanalysis. In answering the question: "How does one become an American?" she gives a picture of the changing and growing individual from babyhood on, which, though not in any sense complete, shows much of the dynamics of personality development.

In applying her findings to the problems of furthering the war effort and building a lasting peace, Dr. Mead steps out of her rôle as a scientific observer and becomes more of a heated participant, pleading a just cause. But her conclusions are still valid and stirring, allowing for the contributions of each culture in the future world, and providing particularly for the use of our own special values. It would be comforting to think that her penetrating point of view and constructive proposals might be taken into account by those who will decide the course of the peace.

ALINE B. AUERBACH

*Infant Care: Children's Bureau Publication No. 8.* U. S. Department of Labor, Washington, D. C., 1942. 135 pp. 10 cents.

The new government pamphlet *Infant Care* is a *must* for the shelves of every mother, especially the mother of a first baby. It contains every conceivable kind of useful information on equipment, food, clothing, prevention of diseases, the premature baby, the sick baby, etc. It is intended to "help parents understand what the doctor tells them. It is not intended to take the place of the doctor's regular supervision." There is also excellent advice to parents on "habits"—eating, sleeping, toileting, and so-called undesirable habits. So many publications on the physical care of

(Continued on page 61)

# Children's Books for Today

ON EVERY hand we are being told that children need books now more than ever. The question is, however, what kind of books? Shall the reading diet of children be tempered to the times?

What today's children enjoy reading still covers a broad range of interest and individual tastes. First, second, and last, children want a good story. That is just as true today as it ever was. It matters little where or when the plot is laid; if it is valid they will accept it, laugh when it is funny, cry when it is sad, whether the tale be about the people today or about people who lived heroically or dangerously in the past.

But over and above all these things, we today have the special responsibility of telling our young people, through their books, some of the hard realities of this rather hard world. We need to tell them not only what kind of world they are living in but how they themselves may expect to participate in formulating a better way of life in the future.

Looking over the past year's books for children, we find that this need has been only partly met. On the factual side there are many excellent handbooks pointing out the dramatic, and even gigantic, development of modern science. For boys and girls of all ages there are exciting books about airplanes, submarines, biology, geology, geography, and radium. Our writers for young people have done well in telling them these "facts of life."

But when it comes to a parallel realism concerning economic and social problems and world affairs, our juvenile literature still seems to shy away from the real issues. Are we afraid that our young people can't take it? Or are we afraid that our approach to these "controversial" subjects will offend? Perhaps it is all of these things, or perhaps it is only that we really do not know what to say or how to say it.

There have been a few forward-looking publishers, editors, and writers who have been willing to blaze the trail, and as a result we have had this year at least a sprinkling of the kind of books which do try to interpret today's world to our children. For example, such a book as *The Wishing Window*, by Hortense Flexner, dares to tell its seven-year-old readers that there is a devastating war let loose in the world and that children are suffering in Europe. The picture it paints of two children in occupied France who keep their world alive by wishing, is neither gloomy nor despairing. Yet it is an honest picture from which

our children can both learn about the world and enjoy as a good story.

For somewhat older boys and girls—eleven or twelve, or thereabouts—there is Marie McSwigan's *Snow Treasure*, which recreates a real incident of the war. It tells a breathless story of courage under the German occupation in Norway and says to our children, more strongly than any preachment could, that children can and do participate in the struggle for their country's safety and freedom.

Coming closer to home, *A Green Field for Courage*, by Carroll Trowbridge Cooney, Jr., faces the facts of poverty and deprivation here in our own land of plenty. It is a vibrating and imaginative story of a sensitive boy who works through his problems via sham battles with his beloved tin soldiers. The boy is imaginative, but the facts are real enough, and the ultimate victory is a true picture of a victory of the spirit.

Not in story form, but spirited nevertheless, is a book by Elizabeth Kent Tarshis called *Look at America*. Here the young reader about eight to ten will find a panorama of America's way of life—of the things that make America great and that seem worth fighting to preserve.

For the high school age there is *All-American*, by John R. Tunis, which successfully answers the question of whether the discussion of a serious social problem can be made palatable to the young. Here we have a top-notch sports story, colloquial and exciting, including baseball, football, and all the paraphernalia dear to the hearts of young readers. Woven into it is a strong, realistic picture of how young people of different races and backgrounds in a public high school work out their personal problems through the basic ideals of a true democracy.

More and more it is the responsibility of children's book editors, librarians, and educators to give children today, through their books, an all-out picture of this troubled world. This is not to say that their reading need be confined to stark realism, nor that their books need be weighted with gloom or horror. Rather it is to plead that books for children shall contain, along with a good story, a true picture of today and the challenge of tomorrow. Such books might also extend the good-neighbor policy the world round, and stress, as Maxwell Anderson has said, that "freedom is the only fundamental truth which is not in doubt today."

TODDY BERNSTEIN



## Radio Programs for Children

The following programs have appeared on the major networks since the last group of reviews in CHILD STUDY:

*Terry and the Pirates.* Blue Network. Monday through Friday, 6:15 P.M., E.W.T. A serial adventure story centering about the favorite characters of the popular comic strip of this name. The locale is wartime China and both the setting and characterization are pointed toward increasing our understanding of Chinese life and deepening our sympathy with China's present struggle. The adventure story is exciting in itself, and the content has both integrity and interest that will appeal particularly to older boys.

*Game Parade.* Blue Network. Saturday, 11 A.M., E.W.T. A lively program in which children are invited to participate in amusing competitions such as tongue-twisters, puzzles, and a quiz. The material is appropriate to childhood interests and the competitions are of a kind that provide fun for both participants and audience. Included, too, is a report of children's group activities in the war effort. The prizes are appropriate. Altogether a pleasant Saturday morning half-hour for children of a wide age range who like this kind of entertainment—and there are many who do.

*Junior Newscaster.* WOR. Monday through Friday, 5:30 P.M., E.W.T. Selections from each day's news, ranging from headlines to minor human interest items, presented in dialogue between an adult reporter and a boy. The selection of material is excellent, but the device of dialogue seems somewhat forced and artificial. While the material is suitable for older children, the presentation is probably too juvenile to interest young people over ten. The program is a welcome step in the direction of meeting and focussing the valid interest of children in today's exciting news.

JOSETTE FRANK,  
for the Children's Radio Committee

*How can we* teach our children to be loving and gentle, fierce and iron-willed at one time? This book resolves that conflict which is imposed on our youngest generation by global war.

# Our Children Face War

BY ANNA W. M. WOLF  
author of "The Parents' Manual"

*Thoughtful parents* who turn to this book will find wise answers to such problems as

How to explain the war to our children

What the experience of the British can teach us

Whether or not our children's education makes them soft

Whether or not we should teach them to hate

*There are* chapters on what we can and cannot expect children to do under conditions of anxiety, danger or calamity; how parents can direct their desire to share in the war effort; and how parents may teach their children about the underlying human values involved in this war.

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# In the Magazines

*War Weighs Upon Children Too.* By Dorothy W. Baruch. *National Parent Teacher*, November, 1942.

A résumé of the emotional tension and anxiety caused in children by the war. Parents are reminded that when children are aggressive and hostile, they are working off pent-up feelings. They can't be allowed to *do* everything, but they can *think* and *feel* anything they please. A child's anxiety can be diluted if parents and teachers understand that he now needs even more security, tenderness and love than usual.

*The Challenge of Color.* By A. A. Berle, Jr. *Survey Graphic*, November, 1942.

Racial discrimination can be dissolved only by a "tolerance of accepted difference." St. Peter's revelation at Joppa: "Whom God hath cleansed, call not thou common or unclean" was the first statement of the doctrine of racial equality. In modern history there are three enlightened approaches: (1) Protection of a race of different color within the national domain; (2) gradual amalgamation; (3) coexistence of different color groups on a basis of non-discrimination. Each national group must find its own solution gradually. There is no one solution but these are the fundamental principles—great tolerance, great self-restraint, great love.

*What Difference Makes a Difference?* By Bonaro W. Overstreet. *National Parent Teacher*, November, 1942.

A well-illustrated description of the difference between "quality" and "quantity" people—i.e., the people who are fit to live in a democracy and those who aren't. The true "democratic aristocrat" knows how to bring out the best in the people around him; makes the old feel less fumbling, the shy more talkative, the bellicose less argumentative. In short, he has the true courtesy which can strengthen the human bonds in a democracy.

*The Refugee Child: A Task for Mental Hygiene.* By Ursula Wasserman, Felix Resek, M.D. *Mental Hygiene*, October, 1942.

Persecuted children find adaptation to America much harder than ordinary immigrants. Their confidence has vanished, and they are suspicious of any-

thing new. Those from Germany feel hatred as well as love for their mother country—an ambivalence which increases their problems, and which is not felt by children from the conquered countries.

Family insecurity is a root cause of refugee children's mental difficulties, for, besides the actual deprivations, they see the father so harassed and sometimes broken by anxiety and financial insecurity that he loses their respect. Children from the most insecure homes should be removed until the family can be re-established by productive economic assistance, not philanthropy.

Refugee children usually love their American teachers. They would be greatly helped if schools, camps, and youth organizations would establish a policy of introducing them to the American way of life.

*Give Your Children a World Outlook.* By Wendell L. Willkie. *Parents' Magazine*, November, 1942.

Let us teach our children what our American liberty means; and that if we do not share this freedom with other nations, other races, we shall lose it for ourselves. Our children must realize that they are fated to grow up in a new world, one which they will help to build. "Never has there existed such hope for mankind. . . . During the last ten years the democratic people have learned in painful lessons what democracy means, what it asks of us, and what we must deliver in the future if it is to survive. Out of that great knowledge, and our great yearning, we can say, with realistic confidence, that we shall be able to build a new and more fruitful society of nations, in which the principles of liberty shall not only be spread more widely, but deeply strengthened, by the determination of free peoples everywhere, to make freedom live."

*How Brave Can Parents Be?* By Margaret E. Fries, M.D., and Paul J. Woolf. *Parents' Magazine*, December, 1942.

Since it is by now a truism that child morale depends on parent morale, the emotional stability of parents assumes more importance than ever. If parents are overanxious about the war they should (1) find the facts and face them; (2) work in community groups; (3) use all means to solve the problem constructively—physical, intellectual, emotional, and social. The dangers of air raids should be thought out, and also more subtle dangers of fifth columnists, hoarders, and spreaders of gloom. Cooperative work with a group can give the anxious person real stability.



## DO THEY STILL TEACH SCHOOL?

(Continued from page 44)

purchases at the post office, and to take with her a different committee of children each day to participate. While she is out, the special teacher assigned to take her class has conducted the social studies program and included it in a remarkable forum for discussion of war problems as they appear to the children. The children have clarified much of their mental confusion and the teacher has learned fascinating things about the content of their minds. Here we have again the increased realism of school programs under the impact of the war.

Ours is also a neighborhood school which works for the closest possible cooperation with neighborhood agencies, and takes what we see and know around us as the starting point of as many activities as possible. But many schools all over the country are doing this under the impact of the newer tendencies in education, and we can claim nothing unique in our efforts. This awareness of the neighborhood on the part of the school is a peacetime as well as a wartime feature.

Are we still "teaching school"? Let us only modestly claim that we are teaching children in a busy and reasonably happy school. And somehow I am convinced that children who are busy and happy can't go wrong.

## JUVENILE DELINQUENCY

(Continued from page 46)

and to give them the chance for wholesome social life. Children should feel they can talk freely with their parents—about the war, and about all the big and little things which trouble them.

The situation of the mother who is away, either all day in a factory, or part of the day doing volunteer war service, is that of any very busy person. She has more to do in less time. Yet she cannot afford to be hasty or slap-dash with her children, but she has to observe quickly, make rapid and correct judgments, give sure responses. She must be careful, when she is with her children, to devote herself wholly to them. The choice of people and outside services to help out in her absence has always been important; it is far more important now. The prime requirements of those who take care of children are now, as formerly, that they be relaxed and adjusted persons themselves, and that they understand and like children.

The demands of this war are without parallel in history. We need not only more and better material

weapons than we have ever had before, we need new weapons. It is so with the unseen weapons—the skills we have developed to safeguard the emotional and mental health of our youth. If we do not mobilize all the skills we have, if we do not develop new skills, we shall indeed be mortgaging our future. If we do meet the situation, we shall find that, despite our sacrifice and tragedy and loss, we shall have emerged the stronger.

## FAVORITE STORIES OLD AND NEW

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MORE THAN one hundred stories selected by Mrs. Gruenberg as the wisest and happiest introduction to a reading and literary background for younger children.

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In her brief introduction and also in her special comments preceding each section, Mrs. Gruenberg shares with parents the reasons for her selections and her own joy in reading—as well as her feeling that reading aloud should be now, more than ever, a permanent part of family solidarity.

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# Books and Pamphlets on "Children in Wartime"

*This selection of recent publications has been carefully reviewed by the Bibliography Committee of the Child Study Association, but is not intended to be a complete list.*

## BOOKS

- THE FAMILY IN A WORLD AT WAR. Edited by Sidonie Matsner Gruenberg. Harper & Bros. 1942.
- OUR CHILDREN FACE WAR. By Anna W. M. Wolf. Houghton Mifflin. 1942.
- YOU, YOUR CHILDREN AND WAR. By Dorothy W. Baruch. D. Appleton-Century. 1942.
- THE CAMBRIDGE EVACUATION SURVEY. Edited by Susan Isaacs. Methuen and Co., London. 1942.
- BORROWED CHILDREN: A Popular Account of Some Evacuation Problems and Their Remedies. By Mrs. St. Loe Strachey. Commonwealth Fund. 1940.
- CHILDREN'S CENTERS. Edited by Rose H. Alschuler. Issued by The National Commission for Young Children, Washington, D. C. William Morrow Co. 1942.

## PAMPHLETS AND MAGAZINES

*Magazines have been included only where the entire issue of the magazine is devoted to this topic.*

- AMERICA'S CHILDREN IN WARTIME. Reprint from *School Life*. January, 1942. U. S. Office of Education, Washington, D. C.
- CHILD WORKERS IN WARTIME. By Gertrude Folks Zimand. National Child Labor Committee, New York. 1942.
- CHILDREN AT WAR. *Journal of Educational Sociology*. December, 1942.
- CHILDREN IN A DEMOCRACY. Children's Bureau, U. S. Dept. of Labor, Washington, D. C. January, 1940.
- CHILDREN IN EXILE. By Geraldine Pederson-Krag, M.D. Child Welfare League of America, Inc., New York, 1940.
- CHILDREN IN WARTIME. By John Richman and others. New Education Fellowship. London, 1942.
- CHILDREN IN WARTIME: PARENTS' QUESTIONS. Child Study Association of America, New York. 1942.
- CHILDREN'S CHARTER IN WARTIME. A Publication No. 283, Children's Bureau, Washington, D. C. 1942.
- CIVILIAN EVACUATION PROGRAM. U. S. Office of Civilian Defense and Office of Defense Health and Welfare Services, Washington, D. C.
- Bulletin No. 1—Policies and Principles.
- Bulletin No. 2—Planning for Evacuation and Reception Care.
- COMMUNITY PROGRAM OF DAY CARE OF CHILDREN OF MOTHERS EMPLOYED IN DEFENSE AREAS, A. By Emma O. Lundberg. Reprint from "The Child," January, 1942. Children's Bureau, U. S. Dept. of Labor, Washington, D. C.
- CULTIVATING THE ROOTS OF DEMOCRACY. National Association for Nursery Education. Iowa City, Iowa. 1941.
- DEFENSE OF CHILDREN SERIES: CHILDREN BEAR THE PROMISE OF A BETTER WORLD. Twelve pamphlets on community programs for child care. Children's Bureau, U. S. Dept. of Labor, Washington, D. C.
- EDUCATION FOR CIVILIAN DEFENSE. New York State War Council and New York State Education Department, Albany, New York. 1942.
- Bulletin No. 1—Community Programs of Child Care, Development and Protection.
- Bulletin No. 2—Selection and Training of Volunteers as Child Care Aides.
- Bulletin No. 3—Parents Prepare: Maintaining Family Morale in Wartime.
- Bulletin No. 4—Youth Service Councils.
- Bulletin No. 7—Program of Advanced Training for Volunteer Child Health Aides.
- Bulletin No. 10—Parents Prepare: A Supplement to Bulletin No. 3.
- Bulletin No. 11—Guides for Establishing Nursery Schools and Child Care and Development Centers.
- EDUCATION'S ROLE IN WAR AND IN RECONSTRUCTION. Progressive Education Association, New York. 1942.
- FAMILY MORALE IN A WORLD AT WAR. *Child Study Magazine*. Winter 1941-42.
- GROWING UP IN A WORLD AT WAR. The Institute for Psychoanalysis, Chicago. 1942.
- GUIDE FOR WARTIME PLANNING FOR CHILDREN, A. By Marshall Field. White House Conference on Children in a Democracy, New York. 1942.
- HANDBOOK ON PLAY SCHOOLS FOR GROUP LEADERS AND TEACHERS, A. (For the All-Day Care and After-School Hours of Children.) Play Schools Association, Inc., New York. 1942.
- MENTAL HYGIENE AND CHILDREN IN WARTIME. *Mental Hygiene*. July, 1942.
- OPPORTUNITIES FOR VOLUNTEERS IN CHILD HEALTH AND WELFARE. By Dr. Martha M. Eliot. Reprint from "The Child," November, 1941. Children's Bureau, U. S. Dept. of Labor, Washington, D. C.
- PLAY MATERIALS MADE FROM WASTE. By Clara Lambert. Play Schools Association, Inc., New York. 1942.
- PRELIMINARY REPORT ON CHILDREN'S REACTIONS TO THE WAR (including a critical survey of the literature). By J. Louise Despert, M.D. New York Hospital and The Dept. of Psychiatry, Cornell University Medical College, New York. 1942.
- PROBLEMS OF CHILDREN AND PROBLEMS OF MANPOWER. By Marshall Field. White House Conference on Children in a Democracy, New York. 1942.
- RELATIONSHIP BETWEEN FOOD HABITS AND PROBLEMS OF WARTIME EMERGENCY FEEDING, THE. National Research Council. Washington, D. C. 1942.
- REPORTS ON THE HAMPSTEAD NURSERIES. Anna Freud and Dorothy Burlingham. Foster Parents' Plan for War Children, New York. 1942.
- RURAL CHILD IN THE WAR EMERGENCY, THE. By C. S. Marsh. Committee on Rural Education. Chicago, Illinois. 1942.
- SCHOOLS IN WARTIME, THE. *British Information Services*. 1941.
- STANDARDS FOR CHILDREN'S ORGANIZATIONS PROVIDING FOSTER FAMILY CARE. Child Welfare League of America, Inc., New York. 1941.
- TO PARENTS IN WARTIME. Bureau Publication No. 282. Children's Bureau, U. S. Dept. of Labor, Washington, D. C. 1942.
- TOYS IN WARTIME—SUGGESTIONS TO PARENTS ON MAKING TOYS IN WARTIME. Children's Bureau. U. S. Dept. of Labor, Washington, D. C. 1942.



**WAR AND ADOLESCENTS.** By George V. Sheviakov. Reprint from "The Journal of Psychology," 1942. Association for Family Living, Chicago, Illinois.

**WAR AND YOUTH, THE.** *Progressive Education.* December, 1942.

**WAR CHALLENGES THE FAMILY.** *Association for Family Living.* Chicago, Illinois. 1942.

**WAR POLICY FOR AMERICAN SCHOOLS,** A. *Educational Policies Commission, National Education Association of the U. S. and American Association of School Administrators.* Washington, D. C. 1942.

**WARTIME PROTECTION OF THE EMOTIONAL STABILITY OF CHILDREN.** By Daniel A. Prescott. *Association for Family Living.* Chicago, Illinois.

**WHAT PARENTS ARE SAYING IN WARTIME—A Digest of Group Discussion.** By Jean Schick Grossman. *Play Schools Association, Inc.,* New York. 1942.

**WHEN MOTHER'S AWAY: A Guide to the Development of Children's Day Care Units in Wartime.** *National Association of Day Nurseries,* New York. 1942.

---

## BOOK REVIEWS

(Continued from page 55)

children either neglect the psychological aspects of these things entirely or urge a rigid and mechanical routine for every child regardless of individuality. *Infant Care* wisely suggests a flexible routine and realizes that schedules exist for the infant, not the infant for the schedule. It is heartening to realize that this reassuring counsel will go forth to so many parents.

ANNA W. M. WOLF

*Children's Centers: A Guide for Those Who Care For and About Young Children.* Issued by the National Commission for Young Children. Edited by Rose H. Alschuler. Wm. Morrow, 1942. 168 pp. \$1.50.

So many books which appear on the horizon have to seek their readers, to make their place. This one finds its readers eagerly—perhaps impatiently—waiting, its place made. Many thousands of children's centers will have to be organized in this country in the next six to eight months, to care for the children of women working in war industries. The book answers the many questions being asked by individuals and groups, both lay and professional. Such questions as: How do we operate a nursery school? Where do we secure the necessary funds? What kind of equipment? What is a sound child development program? A sound health program? Where do we secure the right kind of volunteers?

These questions are answered simply, concretely, and directly. The book does not offer a blue-print of an ideal and hypothetical "nursery school." It gives practical suggestions to a group of people who have

great zeal but limited resources, people who will have to get along with much home-made equipment; who cannot afford a trained teacher for every group of children. It takes account of the fact that these centers should not be started unless there is definite proof that they are needed, that they must be in a true sense community projects, that they will stand or fall by the extent to which they are woven into the pattern of life of the towns of which they are a part.

The brevity of the book seems a decided advantage, and for the most part the material is so well selected that the subjects are fully covered. I regret, however, that more emphasis is not placed on the closer relationship of the parents to these children's centers. While it is right and practical for this book not to hold up impossible standards, I do wish that at certain points, especially in regard to the training of staff members, a clear statement had been made of what desirable standards are, even though they cannot be attained. Only by recognizing where we have to depart from accepted procedures in the present emergency can we guard against the dangerous tendency to lower standards which have taken years to build up.

I do not feel, however, that these minor limitations detract from the value of the book as a whole. It seems to me that the extent of its sales will be a good index of the extent to which our communities are meeting in the right way one of the major problems facing them today.

AGNES E. BENEDICT

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FOR TODAY

FOR THE FUTURE

FOR OUR CHILDREN



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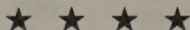
# Child Study Aids in Wartime



## CURRENT BOOKS

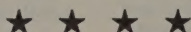
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| THE FAMILY IN A WORLD AT WAR, <i>Edited by Sidonie M. Gruenberg, Harpers...</i>  | \$2.50* |
| OUR CHILDREN FACE WAR, <i>by Anna W. M. Wolf, Houghton Mifflin...</i>  | 2.00    |
| WE, THE PARENTS, <i>by Sidonie M. Gruenberg, Harpers...</i>  | 2.50*   |
| THE PARENTS' MANUAL: A Guide to the Emotional Development of<br>Young Children, <i>by Anna W. M. Wolf, Simon &amp; Schuster...</i> | 2.50*   |
| WHAT BOOKS FOR CHILDREN? <i>by Josette Frank, Doubleday, Doran...</i>  | 2.50*   |
| OUR CHILDREN: A Handbook for Parents, <i>Edited by Dorothy Canfield Fisher and<br/>Sidonie M. Gruenberg, Viking Press...</i>       | 2.00    |
| PARENTS' QUESTIONS, <i>by the Staff of the Child Study Association, Harpers...</i>   | 1.50    |
| FAVORITE STORIES OLD AND NEW, <i>collected and edited by Sidonie M. Gruenberg,<br/>Doubleday, Doran (for children 6 to 9)...</i>   | 2.50*   |

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## PAMPHLETS

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| Children in Wartime.....   | \$ .10 | The People in the Comics.....                                     | \$ .05 |
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## BOOK LISTS

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| Parents' Bookshelf: A Selected List of Books for Parents.....  | \$ .10 |
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# News and Notes

*Play Schools Pamphlets* The Play Schools Association announces three new pamphlets of current interest to parents and teachers:

(1) "A Handbook on Play Schools for Group Leaders and Teachers" contains helpful suggestions for plans, procedures, and materials for the all-day care and after-school hours of children. (15 cents.)

(2) "What Parents Are Saying in Wartime," by Jean Schick Grossman, is a digest of a series of lively discussions held in a community center shortly after Pearl Harbor. (20 cents.)

(3) "Play Materials Made from Waste," by Clara Lambert, contains ingenious suggestions for making sound play materials out of everyday things around the house. (15 cents.)

These pamphlets may be obtained by writing to the Play Schools Association, 1841 Broadway, New York, N. Y.

*Child-Care Aides* The Child Study Association of America will start its fourth training course for volunteer child-care assistants in April. This training course

is entitled "Children in Wartime" and is given, without charge, under the endorsement of the Civilian Defense Volunteer Office of Greater New York. The course is designed as preparation for actual work with young children in kindergartens, day nurseries, and other child-care centers. Volunteers are assigned to assist the trained professional teacher of these organizations in the routine daily care and play activities of the children. They must pledge a minimum of three half-days a week of service.

The ten-week curriculum includes meetings twice a week for lecture and discussion, and several field trips to housing projects, day nurseries, nursery schools, kindergartens, and settlement houses. The course aims to give an intimate understanding of young children. It begins with a general background of family relationships and infant development, continues with a detailed study of children from two to six, and concludes with a brief "preview" of the school-age child.

The training of child-care volunteers has grown into a major project of the Child Study Association. The third course is at present in progress, and its fifty members have been at work since January 4. The second course graduated 33 members on December

## *How to get along happily with your adolescent children and vice versa...*

The Progressive Education Association offers:

## **DO ADOLESCENTS NEED PARENTS?**

By Katherine Whiteside Taylor

For parents whose children are going through the critical period of adolescence this book will be of tremendous value in guiding them in their most perplexing problems. Mrs. Taylor has presented the subject in such a practical way as to guarantee the highest degree of helpful cooperation and understanding between the parent and the adolescent child.

The first part of the book sets forth the difficulties adolescents face both in themselves and in the modern world, the basic importance of a satisfactory parent-adolescent relationship in the development of every human being, the specific strains of the adolescent period which tend to undermine the relationship, how the needs of the parents, if unfulfilled, interfere with the wholesome development of their children, and the ways in which parents can find a good life for themselves and give their adolescents the understanding and affection they need.

The second part of the book discusses the adolescents' problems of developing their potentialities for satisfying relationships with people of both sexes, for varied interests and skills, for vocational adequacy, for happy marriage, and of evolving a scheme of values and a feeling of purpose which will tie all together into a meaningful whole.

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**PROGRESSIVE EDUCATION ASSOCIATION**  
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16, and a recent check-up shows that 23 are already serving as volunteer assistants, while five are awaiting assignment. Several volunteers from earlier courses who are now living in other parts of the country are utilizing their course material in related volunteer work. And several other volunteers have gone out to help organize child-care centers in their own communities. One, for example, is connected with the Day Nursery recently set up in the Children's Home in New Brunswick, N. J.; three others are working with the newly established Grumann Wartime Nursery at Brightwaters, Long Island; two others have been working since last Spring on the Hempstead, Long Island, child-care center, which is now in full swing, caring for thirty children of women working in essential industries in that area.

Those who are interested in giving service in this vital field of wartime child care may write or telephone to the Child Study Association for details about the new course starting in April.

#### Orthopsychiatric Meeting

The twentieth annual meeting of the American Orthopsychiatric Association will be held from February 22 to 24 at the Hotel Pennsylvania in New York. The two general sessions will be on "Problems of a Wartime Society," and the speakers, among others, include Dr. Franz Alexander, Gardner Murphy, Dr. Lawson Lowrey, Margaret Mead, and Lawrence K. Frank. There will be special sessions devoted to child personality and therapeutic problems, and a special section meeting on "The Psychology of Pre-Adolescent Children in Wartime."

#### STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

of CHILD STUDY, published quarterly in Fall, Winter, Spring and Summer issues, at New York, N. Y., for October 1, 1942.  
County of New York } ss.

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared Pauline Rush Fadiman, who, having been duly sworn according to law, deposes and says that she is the Managing Editor of CHILD STUDY, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 337, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:  
Publisher—Child Study Association of America, 221 West 57th Street.  
Editor—None.  
Managing Editor—Pauline Rush Fadiman, 221 West 57th Street.  
Business Manager—Charlotte Williams, 221 West 57th Street.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) Child Study Association of America, a philan-

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Madison

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Managing Editor.

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